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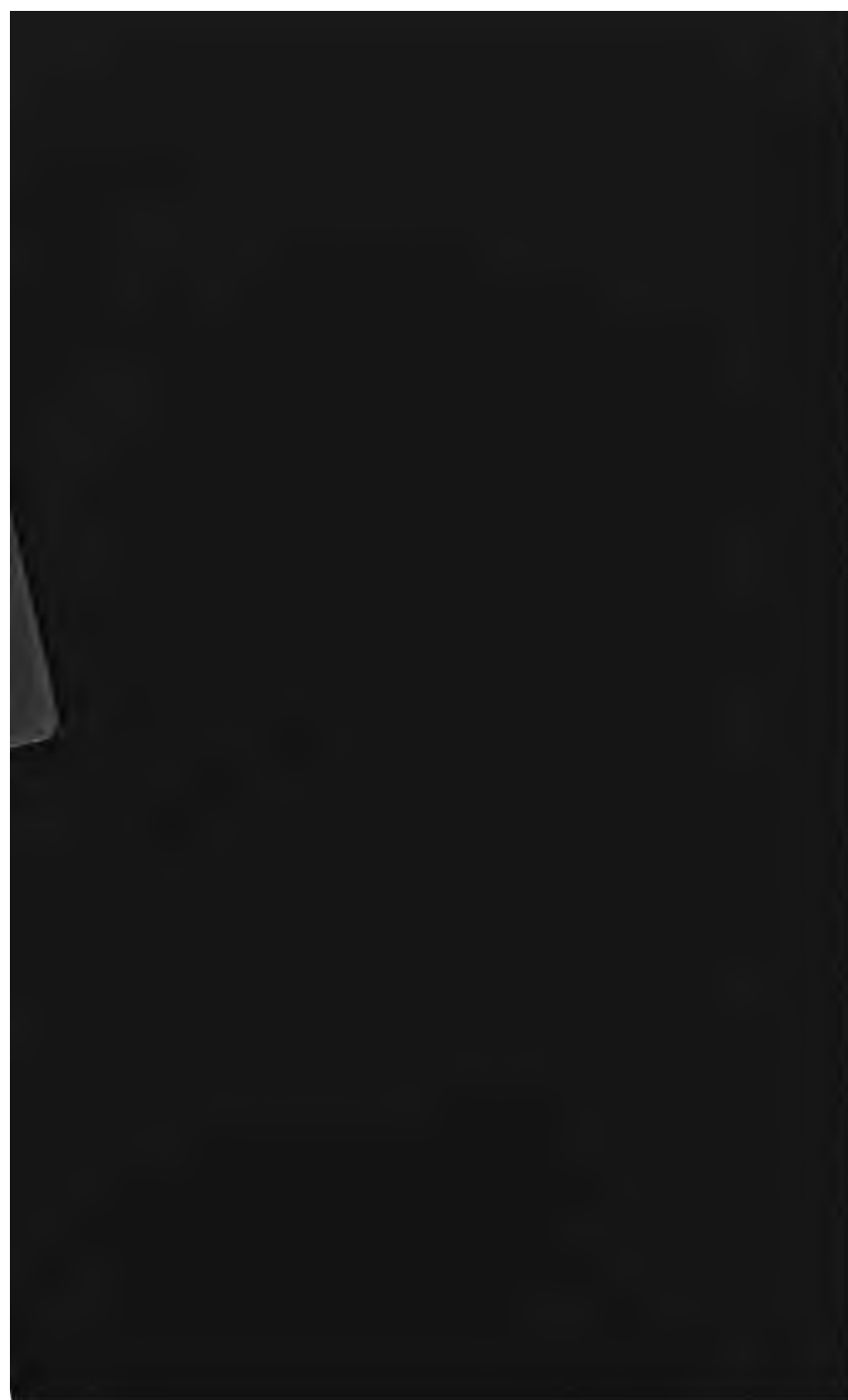
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STATEMENT OF
LELAND STANTON JUNE 1910



KING SCHOOL,

HARRISON ST., NEAR WESTERN AVENUE.

DEPARTMENT OF PUBLIC INSTRUCTION,
CITY OF CHICAGO.

Twentieth Annual Report

OF THE

BOARD OF EDUCATION,

FOR THE

YEAR ENDING JUNE 26, 1874.

CHICAGO,
BRYANT, WALKER & CO., BOOK AND JOB PRINTERS.

1874.

BRYANT, WALKER & CO.,
PRINTERS,
CHICAGO, ILLINOIS.

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W. L. TIDD,
BINDER,
CHICAGO, ILLINOIS.

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ROBIL. GORHATS CHA. LI
YTEREVU

At a regular meeting of the Board of Education,
held May 26, 1874 :

It was voted that Five Thousand copies of the
Twentieth Annual Report of the Board of Educa-
tion of the City of Chicago, including the Rules of
the Board, be published for distribution.

Attest: SHEPHERD JOHNSTON,

Clerk.

BOARD OF EDUCATION.

Office, Nos. 84 & 86 La Salle St.

WILLIAM H. KING, EDWIN H. SHELDON,
President. *Vice President.*

NAMES OF MEMBERS.	ADDRESS.	TERM EXPIRES.
THEODORE J. BLUTHARDT, -	247 W. Madison Street, - - - -	1876
ALLEN C. CALKINS, -	213 Archer Avenue, - - - -	1874
GEORGE C. CLARKE, - -	Bryan Block, Rooms 3 & 4, - - - -	1874
JAMES GOGGIN, -	70 Dearborn Street, - - - -	1875
CHALKLEY J. HAMBLETON, -	74 E. Washington Street, - - - -	1875
JOHN JOHNSTON, JR., -	80 La Salle Street, Room 3, - - - -	1875
WILLIAM H. KING, - -	180 Clark Street, corner Monroe, - - - -	1875
INGWELL OLESON, -	156 E. Washington Street, Room 39, - - - -	1876
JOHN P. OLINGER, - -	S.E. cor. Dearborn and Washington Sts., - - - -	1876
JOSEPH S. REYNOLDS, -	Washington Block, Room 15, - - - -	1874
JOHN C. RICHBERG, - -	S.E. cor. Clark and Randolph Streets, - - - -	1876
EBEN. F. RUNYAN, -	Metropolitan Block, Room 40, - - - -	1874
EDWIN H. SHELDON, - -	S.W. cor. Clark and Lake Streets, - - - -	1875
LEANDER STONE, - -	27 Washington St., N.W. Ch. Advocate, - - - -	1874
THOMAS WILCE, - -	433 W. Monroe Street, - - - -	1876

OFFICERS OF THE BOARD.

WILLIAM H. KING, - - - - - *President.*
 EDWIN H. SHELDON, - - - - - *Vice President.*
 J. L. PICKARD, - - - - - *Superintendent of Schools.*
 F. HANFORD, - - - - - *Ass't Superintendent of Schools.*
 SHEPHERD JOHNSTON, - - - - - *Clerk.*
 JAMES WARD, - - - - - *Building and Supply Agent.*
 CHARLES C. CHASE, - - - - - *School Agent.*
 JOHN A. GUILFORD, - - - - - *Acting Assistant Clerk.*
 CHARLES S. JOHNSTON, - - - - - *Acting Messenger.*

STANDING COMMITTEES.

Buildings and Grounds :

SHELDON, CALKINS AND WILCE.

Apparatus and Furniture :

RUNYAN, RICHBERG AND BLUTHARDT.

Janitors and Supplies :

RICHBERG, STONE AND OLINGER.

Salaries :

CALKINS, OLINGER AND OLESON.

Publication :

GOGGIN, RUNYAN AND BLUTHARDT.

Finance and Auditing :

HAMBLETON, STONE AND CALKINS.

School Fund Property :

WILCE, SHELDON, CALKINS, HAMBLETON AND OLINGER.

Text Books and Course of Instruction :

STONE, SHELDON AND HAMBLETON.

Examination of Teachers :

STONE, HAMBLETON, GOGGIN, CLARKE AND THE
SUPERINTENDENT.

Appointment of Teachers :

THE PRESIDENT, RUNYAN AND JOHNSTON.

Public Schools.

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Judiciary :

RUNYAN, RICHBERG AND GOGGIN,

High School :

RUNYAN, SHELDON AND CLARKE.

Normal School :

REYNOLDS, CALKINS AND GOGGIN.

Evening Schools :

SHELDON, BLUTHARDT, OLESON, CALKINS, STONE,
GOGGIN AND JOHNSTON.

Medals and Rewards :

REYNOLDS, OLESON AND JOHNSTON.

Rules and Regulations :

OLESON, RICHBERG AND REYNOLDS.

German :

RICHBERG, BLUTHARDT AND JOHNSTON.

Music :

BLUTHARDT, REYNOLDS AND CLARKE.

Drawing :

OLINGER, BLUTHARDT AND CLARKE.

COMMITTEES

ON DISTRICT AND GRAMMAR SCHOOLS.

<i>Jones School,</i>	-	-	-	-	-	-	CALKINS.
<i>Scammon School,</i>	-	-	-	-	-	-	JOHNSTON.
<i>Kinzie School,</i>	-	-	-	-	-	-	SHELDON.
<i>Franklin School,</i>	-	-	-	-	-	-	HAMBLETON.
<i>Washington School,</i>	-	-	-	-	-	-	RICHBERG.
<i>Moseley School,</i>	-	-	-	-	-	-	CALKINS.
<i>Brown School,</i>	-	-	-	-	-	-	RUNYAN.
<i>Foster School,</i>	-	-	-	-	-	-	GOGGIN.
<i>Ogden School,</i>	-	-	-	-	-	-	SHELDON.
<i>Newberry School,</i>	-	-	-	-	-	-	SHELDON.
<i>Wells School,</i>	-	-	-	-	-	-	OLESON.
<i>Skinner School,</i>	-	-	-	-	-	-	REYNOLDS.
<i>Haven School,</i>	-	-	-	-	-	-	OLINGER.
<i>Cottage Grove School,</i>	-	-	-	-	-	-	STONE.
<i>Holden School,</i>	-	-	-	-	-	-	CLARKE.
<i>Holstein School,</i>	-	-	-	-	-	-	OLESON.
<i>Dore School,</i>	-	-	-	-	-	-	WILCE.
<i>Hayes School,</i>	-	-	-	-	-	-	RUNYAN.
<i>Clarke School,</i>	-	-	-	-	-	-	BLUTHARDT.
<i>Douglas School,</i>	-	-	-	-	-	-	STONE.
<i>Lincoln School,</i>	-	-	-	-	-	-	HAMBLETON.
<i>Carpenter School,</i>	-	-	-	-	-	-	JOHNSTON.
<i>Burr School,</i>	-	-	-	-	-	-	OLESON.
<i>King School,</i>	-	-	-	-	-	-	RICHBERG.

COMMITTEES

ON PRIMARY SCHOOLS.

<i>Pearson Street Primary School,</i>	-	-	-	HAMBLETON.
<i>Elizabeth Street Primary School,</i>	-	-	-	BLUTHARDT.
<i>Walsh Street Primary School,</i>	-	-	-	CLARKE.
<i>Mitchell Street Primary School.</i>	-	-	-	GOGGIN.
<i>Wentworth Avenue Primary School,</i>	-	-	-	CALKINS.
<i>Vedder Street Primary School,</i>	-	-	-	SHELDON.
<i>Blue Island Avenue Primary School,</i>	-	-	-	CLARKE.
<i>Calumet Avenue Primary School,</i>	-	-	-	OLINGER.
<i>Lincoln Street Primary School,</i>	-	-	-	REYNOLDS.
<i>Third Avenue Primary School,</i>	-	-	-	STONE.
<i>Sangamon Street Primary School,</i>	-	-	-	RICHBERG.
<i>Polk Street Primary School,</i>	-	-	-	GOGGIN.
<i>Lawndale Primary School,</i>	-	-	-	WILCE.

REPORT
OF THE
PRESIDENT.

REPORT.

To the Board of Education of the City of Chicago :

It is with pleasure that I am able to state that, during the last year, a very high degree of prosperity has attended our schools, and that the results of the labors of the teachers and scholars have been satisfactory.

There has appeared to exist a laudable rivalry, wherein each Principal and Teacher has endeavored to excel the others in his and her efforts to promote the success and welfare of the scholars.

The advancement, year by year, in the character of our schools has been not only perceptible, but very marked and decided.

In my annual report to the Board, in July, 1873, I used the following language : " Our people need well be proud of their High School ; it is one of the very best schools in the country." I now endorse what I then said, and include therein the Normal, District, Grammar and Primary Schools.

If we were not an exceedingly modest people we might be inclined to boast of our Public Schools.

The *Chicago Tribune* of the 3d of May last, in an editorial reviewing the Public Schools, stated that :

" No one can examine the Public Schools of this city
" at all carefully or intelligently, without being im-
" pressed with their admirable character. Free to
" the poorest child in the city, and yet so conducted
" as to be in every respect suitable to the wealthiest.
" Every boy and girl in Chicago, who has the dispo-
" sition and ability, may have completed the High
" School course of study, upon attaining the age of
" seventeen years. This course of study will com-
" pare very favorably with the average college course."

The correctness of that statement will be apparent to, and appreciated by, any one who will attentively and understandingly examine our schools.

It has been said that : " What you would have appear in the life of a nation, must first be incorporated into its common schools." To that sentiment I subscribe my unqualified approbation.

The character of the people of a country will determine the position which that country shall occupy among the nations of the world. That character, in our nation, is to be modeled in the Public Schools.

There should be instilled in the minds of the scholars the absolute necessity of truthfulness, honesty, candor, punctuality, and a high degree of intelligence. Those qualities and principles thoroughly imbibed, understood and appreciated, will not be soon forgotten or easily eradicated.

An excellent character, unquestioned and unques-

tionable, is the highest encomium which can be received or bestowed.

There are in Chicago 39 Public Schools, comprising the High School, the Normal School, 21 District Schools, 3 Grammar Schools, and 13 Primary Schools. Those schools occupy 50 buildings, owned by the city, in which are 544 rooms. Of the Principals, 20 are gentlemen and 19 are ladies.

The average number of scholars belonging to the schools during the last school year was 32,776 ; and the average daily attendance was 31,010 ; and the average number of pupils to each teacher was 58 ; and the average number of pupils to each teacher in the High School was 33 ; and such average number of pupils to each teacher in the Normal School was 38.

The whole number of children taught in the Public Schools of Chicago during the school year ending June 26th, 1874, was 47,963, being an increase of 3,872 over the number thus taught during the next preceding year.

As stated in my annual report in July, 1873 : " The whole number of children taught in our Public Schools during the year ending June 27th, 1873, was 44,091 ; and during the year ending June 28th, 1872 (the school year in which occurred the great fire), the whole number of children thus taught was 38,035 ; and during the year ending June 30th, 1871, the

whole number of children thus taught was 40,832 ; and during the year ending July 1st, 1870, the whole number of children thus taught was 38,937 ; and during the year ending July 3d, 1869, the whole number of children thus taught was 34,740."

At the close of the last school year, June 26th, 1874, there were employed by the Board 640 teachers, of whom 32 were gentlemen and 608 were ladies ; and at the close of the next preceding school year 564 teachers were thus employed.

The average cost of tuition for each scholar during the year ending June 26th, 1874, was \$15.04 ; and such average cost for the year ending June 27th, 1873, was \$14.93 ; and such average cost for the year ending June 28, 1872, was \$15.43.

At the annual examination of pupils from the District Schools for admission to the High School, on the 17th and 18th of June last, 472 were examined, and of that number 469 were admitted ; a greater number was examined and a larger proportion admitted than at any previous examination. Before the result of the examination was known, *The Chicago Teacher*, an excellent monthly periodical, edited by Henry H. Belfield and Alfred Kirk, two of the estimable Principals of our schools, said :

" We believe we are satisfying a want in presenting, this month, the questions used on the 17th and 18th of June, for admission to the Chicago High School.

They are more difficult than any heretofore used, and probably a greater number of applicants have failed than ever before."

The results may be attributed to the excellent services rendered by the Superintendent, the Assistant Superintendent, the Principals and the Teachers.

At the annual examination of applicants for admission to the Normal School in June last, 87 were examined, of which number 75 were admitted.

The examinations of the High and Normal Schools, on the 22d and 23d days of June last, exhibited a marked advancement in scholarship, alike creditable to teachers and scholars.

The exercises of the graduating classes of the High and Normal Schools, on the 26th of June last, were admirable, and reflected much credit upon those classes.

During the last year the Board has erected, completed and furnished four new school buildings, at an expense of \$127,824.50, in which may be seated 3,000 scholars. And there are now in process of erection two other school buildings, which will be completed, furnished and ready for occupancy at the time of the opening of the schools on the first Monday of September next.

At the commencement of the next Fall Term of the schools, we shall have erected, within the year, six new school buildings, furnishing seats for 4,500

scholars ; and estimating the cost of the two buildings now in process of erection and nearly completed, at the average cost of the four buildings already completed, the total expenditures in the erection of and furnishing new school buildings during the year, will amount to the sum of \$191,736.75. Those buildings are substantial, neat, well ventilated brick structures, ornamented with stone trimmings.

The cost of each of the four buildings completed as aforesaid, including furniture and heating apparatus, and the number of scholars which may be accommodated therein, are as follows :

King School, cost,	\$32,107.92,	and will seat	750	Scholars.
Burr " "	32,073.47,	" " "	750	"
Third Avenue School, cost,	32,406.91,	" " "	750	"
Vedder Street " "	31,236.20,	" " "	750	"
	<u>\$127,824.50</u>		<u>3,000</u>	

Better buildings and more suitable for the uses and purposes for which they are intended, could not, in my opinion, be erected for the same amount of money ; and so well satisfied was the Board of that fact that, on the 26th day of May last, it adopted the following preamble and resolution :

" The general plan of the King School building
 " having been adopted by this Board as a model, substantially, for school buildings of like character, and
 " in order that the public may understand the kind of
 " buildings being erected by the Board,

" *Resolved*, That a picture or representation of the

“ King School, with plans of the several floors or stories thereof, be published in the Twentieth Annual Report of the Board.”

The frontispiece exhibits the front and one side view of the exterior of the building; and the plans of the several floors or stories thereof will be found in the report of the Committee on Buildings and Grounds.

There will have been erected, completed and furnished at the time of the opening of the schools on the first Monday of September next, and since the great fire in Chicago, in October, 1871, eleven new school buildings, at an expense of \$394,651.84, which will furnish accommodations for 8,774 scholars.

The fiscal year of Chicago commences on the 1st day of April and ends on the 31st day of March following. The expenditures of the Board during the last fiscal year were \$792,654.92; of which the sum of \$492,893.17 was paid to teachers, including the salaries of the Superintendent and Assistant Superintendent.

The school year commences on the first Monday of September, and consists of ten months of four weeks each, and is divided into three terms; the Fall Term commencing on the first Monday of September, and continuing sixteen weeks; the Winter Term commencing on the Monday succeeding the first day of January, and continuing sixteen weeks; and

the Summer Term commencing on the Monday succeeding the first day of May, and continuing eight weeks.

By the First Annual Report, published in 1854, it appears that there were then seven public schools in Chicago, and 35 teachers and about 3,000 scholars therein ; and that the annual salaries paid to those teachers amounted to the sum of \$14,300.

I desire especially to direct the attention of the Board to the real estate belonging to the School Fund and under the supervision of the Board. That portion of the real estate belonging to the School Fund not used nor needed for the erection of school buildings is worth \$2,500,000 ; and I think it advisable to sell that property. I repeat what I said on that subject in my last annual report to the Board, to wit :

“ There is in Chicago a large amount of valuable
“ real estate belonging to the School Fund of the
“ city. Much of that property has been leased, on
“ long time, at an annual rental of six per cent. on its
“ appraised value, and no small amount of the rents
“ remains unpaid.

“ That property is exempt from taxation, and the
“ city loses annually, on that account, not far from $2\frac{1}{2}$
“ per cent. on its assessed value, which must be made
“ up by additional taxation on other property. The
“ owners of property in the city pay, of course, all city
“ taxes, and they also pay about six-sevenths of seven-
“ eighths of all other taxes paid in this county. As
“ the largest amount, by far, expended for school pur-

“ poses is raised by direct taxation, all exempt property
“ increases, to that extent, the taxation upon property
“ not thus exempt. The net amount actually realized
“ from the property thus rented will not exceed about
“ $3\frac{1}{2}$ per cent. on its assessed value, saying nothing
“ of the amount annually lost by abatements, non-
“ payment of rents, &c.

“ It will, in my opinion, be greatly to the advantage
“ of the city to sell such of the real estate belonging
“ to the School Fund as will not be needed for the
“ erection of school buildings, whenever a fair and
“ adequate price can be obtained therefor. The
“ money, the proceeds of the sales, can be invested
“ so that an income thereon of seven or eight per
“ cent. may be realized; and the taxes on the prop-
“ erty, when sold, will net the city about $2\frac{1}{2}$ per
“ cent. on its assessed value. So that, instead of
“ realizing about $3\frac{1}{2}$ per cent. on the value of the
“ property, as at present, the School Fund and City
“ Treasury will realize 9 or 10 per cent.”

The number of cases of tardiness in the schools, during the last year, was, on the part of the teachers, 60 per cent. less, and on the part of the scholars 25 per cent. less, than during the preceding year. It is, I think, pretty well understood in our schools, that tardiness is not a cardinal virtue or commendable quality.

The punctuality of attendance of some of the scholars in the public schools of Chicago, deserves special notice. Hattie Peck has been neither absent nor tardy for nine consecutive years. Mary E. Jones has been neither absent nor tardy for eight consecutive years. Lizzie I. Shoemaker has been

neither absent nor tardy for seven consecutive years. Miss Peck graduated at the Normal School, and Misses Jones and Shoemaker at the High School, in June last.

Reading in our schools has received the special attention of the Superintendent, and the improvement therein has been gratifying.

The infliction of corporal punishment is no part of the duties of a teacher. The duty of inflicting such punishment, whenever it exists, is within the exclusive prerogative of the parent or guardian.

In the management of our schools, we have been much more successful without than with corporal punishment therein.

In my last report, I had occasion to refer to the great fire in Chicago, in October, 1871, by which about 2,600 acres of the city were burnt over and devastated.

On the 14th of this month another conflagration occurred, by which the buildings on about sixty acres of the city, it is estimated, were destroyed; one of which was the Jones School building.

In May last we assembled to mourn the decease of an excellent, highly esteemed and upright man, a friend and patron of our schools, and for many years a member of this Board, Dr. John H. Foster.

During the year, death has removed from us two of our teachers, Miss Lavinia C. Perkins, teacher of

reading and vocal culture in the High and Normal Schools, and Miss Delia A. Kehoe, a teacher in the Lincoln Street Primary School.

To the Board and the several members thereof, I desire to express my obligations and thanks for the uniform kindness and courtesy extended to me on all occasions.

By the Superintendent, the Assistant Superintendent, the Clerk, the Building and Supply Agent, the School Agent, the Assistant Clerk, the Principals and all others connected with our schools and their management, I have ever been treated with the kindest consideration, for which my acknowledgments are hereby tendered.

I have been a member of the Board for more than six years, and President thereof three years. I shall soon resign both offices.

Respectfully submitted,

WILLIAM H. KING, *President.*

CHICAGO, July, 1874.

REPORT
OF THE
SUPERINTENDENT.

REPORT.

To the Board of Education :

This, the Twentieth Annual Report, presents the condition of the Public Schools of Chicago, for the School Year ending June 26, 1874.

The principal items of importance are presented in the following

SUMMARY OF STATISTICS.

I. POPULATION.

By Census of 1872,	-	-	-	-	-	-	-	367,396
Census of 1874 (not completed), estimated,	-	-	-	-	-	-	-	425,000
School Census (not completed), estimated,	-	-	-	-	-	-	-	103,000

II. SCHOOLS.

Number of Districts :

							1872-3.	1873-4.
District School Districts,	-	-	-	-	-	-	21	21
Grammar School Districts,	-	-	-	-	-	-	0	3
Primary School Districts,	-	-	-	-	-	-	13	13
							<hr/>	<hr/>
Total,	-	-	-	-	-	-	34	37

Number of Schools :

High, -	-	-	-	-	-	-	1	1
Normal,	-	-	-	-	-	-	1	1
District,	-	-	-	-	-	-	21	21
Grammar,	-	-	-	-	-	-	0	3
Primary,	-	-	-	-	-	-	13	13
							<hr/>	<hr/>
Total,	-	-	-	-	-	-	36	39

Number of Buildings :						1872-3.	1873-4.
Owned by the City,	-	-	-	-	-	49	50
Rented,	-	-	-	-	-	2	1
Total,						51	51

Number of Rooms used for School Purposes :							
High,	-	-	-	-	-	22	23
Normal,	-	-	-	-	-	2	3
District, including Primary in same buildings,	-	-	-	-	-	331	345
Grammar, including Primary in same buildings,	-	-	-	-	-	0	40
Primary, in purely Primary buildings,	-	-	-	-	-	122	131
Recitation Rooms,	-	-	-	-	-	5	2
Total,						482	544

III. TEACHERS.

Number of Teachers :							
		1872-3.		1873-4.			
		MALES.	FEMALES.	MALES.	FEMALES.		
High School,	-	-	-	10	11	11	11
Normal School,	-	-	-	1	3	1	3
District Schools,	-	-	-	19	374	18	406
Grammar Schools,	-	-	-	0	0	0	46
Primary Schools,	-	-	-	0	141	0	139
Special Teachers,	-	-	-	2	3	2	3
Total,		-	-	32	532	32	608

Number of Principals :							
High School,	-	-	-	1	0	1	0
Normal School,	-	-	-	1	0	1	0
District Schools,	-	-	-	19	2	18	3
Grammar Schools,	-	-	-	0	0	0	3
Primary Schools,	-	-	-	0	13	0	13
Total,		-	-	21	15	20	19

Report of the Superintendent.

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IV. PUPILS.

Whole Number Enrolled :

	1872-3.	1873-4.
High School, - - - - -	667	744
Normal School, - - - - -	120	142
District, Grammar and Primary Schools :		
Boys, - - - - -	22,046	24,135
Girls, - - - - -	21,258	22,942
Total, - - - - -	44,091	47,963

Average Number Belonging :

High School, - - - - -	575.0	638.3
Normal School, - - - - -	92.4	115.9
District, Grammar and Primary Schools, - - - - -	28,164.4	32,022.4
Total, - - - - -	28,831.8	32,776.6

Average Daily Attendance :

High School, - - - - -	549.0	609.9
Normal School, - - - - -	89.1	112.2
District, Grammar and Primary Schools, - - - - -	26,365.8	30,287.9
Total, - - - - -	27,003.9	31,010.0

Per Cent. of Punctual Attendance, 93.7 94.6

CHARACTER OF ATTENDANCE :

* Regularity—

Number attending 200 days, -	686	1,034
No. attending 180 to 200 days only, No Report last year.	15,083	
“ “ 160 to 180 days only, “	6,078	
“ “ 140 to 160 days only, “	3,669	
“ “ 120 to 140 days only, “	2,669	
“ “ 100 to 120 days only, “	2,613	

* The Total Number given by days is a little less than the Whole Number Enrolled, because of difficulties in tracing transfers.

	1872-3.	1873-4.
No. attending 80 to 100 days only, No Report last year.		2,443
“ “ 60 to 80 days only, “		2,601
“ “ 40 to 60 days only, “		3,307
“ “ 20 to 40 days only, “		4,415
“ “ less than 20 days, “		2,677

Irregularities :

Total Number of Admissions, -	70,778	73,469
Average for each Pupil Enrolled, -	1.6 times.	1.5 times.
Re-admitted once only, - -	11,876	10,791
Re-admitted twice only, - -	3,889	3,056
Re-admitted three times only, -	979	647
Re-admitted more than three times, -	320	170
Number of Tardinesses, - -	87,517	79,839
Average for each Pupil in Daily Attendance for the Year, -	3.2	2.6
Per Cent. of Attendance, reckoning 400 opportunities for tardiness for each pupil, - - -	$\frac{8}{10}$ of 1 per cent.	$\frac{6}{10}$ of 1 per cent.

Suspensions for Absence—

Boys, - - - - -	2,568	2,578
Girls, - - - - -	934	976
	<hr/>	<hr/>
	3,502	3,554
Per Cent. of Average No. Belonging, -	12.1	10.9
Irregularities, chargeable to, - -	17,064	14,667
Per Cent. of Whole Number Enrolled, -	39	31

Suspensions for Misconduct :

Boys, - - - - -	589	247
Girls, - - - - -	22	9
	<hr/>	<hr/>
	611	256

Average Number Belonging in each of
the several Grades :

Grammar Department—	1872-3.	1873-4.
First Grade, - - - - -	447.1	487.6
Second Grade, - - - - -	768.5	832.5
Third Grade, - - - - -	1,203.3	1,421.2
Fourth Grade, - - - - -	1,857.6	1,781.4
Fifth Grade, - - - - -	2,466.9	2,619.2
Total Grammar Grades,	6,743.4	7,141.9
Per Cent. of Whole Number, - -	23.9	21.8

Primary Department—

Sixth Grade, - - - - -	2,562.3	3,048.6
Seventh Grade, - - - - -	3,747.0	3,880.1
Eighth Grade, - - - - -	4,523.9	4,893.0
Ninth Grade, - - - - -	4,482.5	5,540.4
Tenth Grade, - - - - -	6,106.0	7,512.4
Total Primary Grades,	21,421.7	24,874.5
Per Cent. of Whole Number, -	76.1	78.2

Average Number of Pupils to a Teacher,
not including the Principal of each
School, nor the Special Teachers :

High School, - - - - -	33	33
Normal School, - - - - -	31	38
All other Schools, - - - - -	58	58

Number of Pupils Promoted :

From Tenth to Ninth Grade, - -	4,994	5,147
From Ninth to Eighth Grade, -	4,088	3,489
From Eighth to Seventh Grade, -	3,484	3,224
From Seventh to Sixth Grade, -	3,343	2,560
From Sixth to Fifth Grade, - -	2,192	2,300
From Fifth to Fourth Grade, -	1,778	1,740
From Fourth to Third Grade, -	1,454	1,191

	1872-3.	1873-4.
From Third to Second Grade, -	905	987
From Second to First Grade, -	592	623
From First Grade to High School,	423	469
	<hr/>	<hr/>
Total, - - - - -	23,253	21,730

While in the matters of General Statistics we are able to compare our work with that of other cities, having a gradation somewhat similar to our own, it is found impossible to compare in detail, for the reason that our systems of gradation are as various as the cities themselves. At a meeting of City Superintendents held in Cleveland last Fall, it was determined to attempt a more uniform gradation, that we might the better understand each other. It was ascertained that the requisites for admission to the High School were the same in the cities of Chicago, St. Louis, Cincinnati, Detroit and Cleveland; that the age for admission to the public schools was very nearly the same, and that the average age of those admitted to the High School varied but very little. It was also ascertained that the average time spent by pupils in the lower schools, from the lowest primary grade to the High School, is just about eight years. A division of our work into eight parts, each part representing one year in time, would therefore furnish a fair basis for detailed comparison. Whenever the time comes for a revision of our Course of

Study, I would recommend such a change as will assign to each grade the work of one school year, and we shall thus reduce our grades from ten to eight. This will not in the least affect our facility for promotion, nor diminish the mobility of our system. We shall still be able to promote as we do now, whenever classes or individuals are ready for promotion.

Assigning to a grade the work of a year does not in any manner involve the unfortunate practice of some cities, which make promotions only at the end of the school year. Our present organization is such that five of our highest grades are virtually coincident with five years of time. The following is a very close approximation to what our report would be, were such a change in force :

Average Number Belonging for each Year of
School Work :

First Year's Work,	- - - - -	11,512.4
Second Year's Work,	- - - - -	7,433.3
Third Year's Work,	- - - - -	5,936.7
Fourth Year's Work,	- - - - -	3,119.2
Fifth Year's Work,	- - - - -	1,581.4
Sixth Year's Work,	- - - - -	1,421.2
Seventh Year's Work,	- - - - -	832.5
Eighth Year's Work,	- - - - -	487.6
Junior Year, High School,	- - - - -	332.5
Second Middle Year, High School,	- - - - -	158.5
First Middle Year, High School,	- - - - -	95.0
Senior Year, High School,	- - - - -	62.5

Public Schools.

V. FINANCES.

	1872-3.	1873-4.
Valuation of City Property :		
Real Estate, - - -	\$262,969,820	*
Personal Property, - -	48,664,895	*
Rate of School Tax upon the dollar,	3 $\frac{2}{100}$ mills	*

RECEIPTS.

From School Tax Fund, - - -	\$452,651.69	\$434,076.67
From State Fund, - - -	47,608.39	74,021.33
From Rents, Interest, etc., - -	77,068.15	119,032.01
Total, - - -	\$577,328.23	\$627,130.01

EXPENDITURES.

From School Tax Fund :

For Salaries of Teachers, - -	\$430,462.64	\$492,893.17
For Rents of Buildings, -	1,976.25	1,240.00
For Janitors, Fuel and Supplies,	94,239.45	108,660.08
For Permanent Improvements, including School Buildings, -	37,889.99	181,990.01
For School Sites, - - -	.....	7,871 66
Total, - - -	\$564,568.33	\$792,654.92

From School Building Fund :

For Erection of School Buildings, - - - -	\$133,607.47	†
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COST OF SCHOOLS PER PUPIL.

For Tuition alone:

Upon School Census, - - -	\$4.88	4.78
Upon Number Enrolled, - -	9.81	10.28
Upon Average Number Belonging, -	14.93	15.04
Upon Average Daily Attendance,	15.94	15.89

* Assessment not completed for present year.

† Included this year in Permanent Improvements under School Tax Fund.

For Incidentals:	1872-3.	1873-4.
Upon School Census, - - -	\$1.07	1.05
Upon Number Enrolled, - -	2.15	2.26
Upon Average Number Belonging,	3.27	3.31
Upon Average Daily Attendance, -	3.49	3.50
For all Expenses, including Six Per		
Cent. Interest upon valuation of School		
Property:		
Upon School Census, - - -	\$7.48	7.26
Upon Number Enrolled, - -	14.96	15.59
Upon Average Number Belonging,	22.87	22.81
Upon Average Daily Attendance,	24.42	24.11

The diagram on the following page illustrates relative changes in the several grades, for the ten months of school. The upper line of each square represents *maximum*, the lower line *minimum* attendance.

Following this diagram it is appropriate to place the number of pupils, classified as to age, for the schools below the High School and the Normal School.

The ages of the High School pupils will be found in the Report of the High School Committee.

	BOYS.	GIRLS.	TOTAL.
Under seven years of age, - - -	4,105	3,618	7,723
More than seven and less than eight years,	2,993	2,764	5,757
More than eight and less than nine years,	2,886	2,814	5,700
More than nine and less than ten years,	2,880	2,648	5,528
More than ten and less than eleven years,	2,638	2,580	5,218
More than eleven and less than twelve years,	2,488	2,323	4,811
More than twelve and less than thirteen years,	2,315	2,241	4,556
More than thirteen and less than fourteen y'rs,	1,889	1,788	3,677
More than fourteen and less than fifteen years,	1,173	1,154	2,327
More than fifteen years of age, - -	768	1,012	1,780

The following will show the number of each sex out of each hundred pupils, under the several ages named, as compared with last year :

	1872-3.			1873-4.		
	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.
Under seven years, - -	16	14	15	17	18	17
Under eight years, -	27	25	26	29	28	29
Under nine years, - -	40	37	39	41	40	41
Under ten years, - -	52	48	51	53	52	52
Under eleven years, - -	64	61	63	64	63	63
Under twelve years, -	75	71	74	74	73	73
Under thirteen years, -	86	81	84	83	83	83
Under fourteen years, -	93	88	91	91	91	91
Under fifteen years, -	97	95	96	95	96	96
Over fifteen years, -	3	5	4	4	4	4

REGULARITY OF ATTENDANCE.

MISS HATTIE PECK, who graduated from the Normal School in June, has been neither absent nor tardy for *nine consecutive years*.

The attendance of two of the graduates of the High School has been distinguished for punctuality as follows: Mary E. Jones, neither absent nor tardy for *eight* years; Lizzie I. Shoemaker, neither absent nor tardy for *seven* years. Their uninterrupted good health and their faithful attendance upon school are worthy of this special mention.

The number of pupils who have not been absent a single half day during the year is 1034, nearly 51 per cent. larger than last year. Of the whole number enrolled there were—

Present every half day,				2½ per cent.			
"	more than	$\frac{9}{10}$	of the time	34 $\frac{3}{8}$	"	"	"
"	"	$\frac{8}{10}$	"	47 $\frac{1}{8}$	"	"	"
"	"	$\frac{7}{10}$	"	55 $\frac{5}{8}$	"	"	"
"	"	$\frac{6}{10}$	"	61 $\frac{3}{8}$	"	"	"
"	"	$\frac{5}{10}$	"	66 $\frac{5}{8}$	"	"	"
"	"	$\frac{4}{10}$	"	73	"	"	"
"	"	$\frac{3}{10}$	"	78 $\frac{3}{8}$	"	"	"
"	"	$\frac{2}{10}$	"	85 $\frac{3}{8}$	"	"	"
"	"	$\frac{1}{10}$	"	94 $\frac{4}{8}$	"	"	"
"	less than	$\frac{1}{10}$	"	5 $\frac{9}{8}$	"	"	"

An average attendance of a little more than six months for every pupil enrolled.

SCHOOL DISCIPLINE.

My last report contained an account of an experiment we were trying in the disuse of corporal punishment. Some of the unfavorable features of that report have been seized upon eagerly by those who have settled convictions that boys can not be controlled without resort to the rod, and some educational journals have rather sneered at our attempt to do what their wisdom declared impossible. The Superintendent of New York city urges a return to the rod, and his appeal is seconded by a large number of the Principals of that city, who find its abolition a source of much mischief. The prejudices of the advocates of corporal punishment are shown in the quotations from the unfavorable parts of the report to the entire forgetfulness, not to say ignoring, of the favorable parts. The whole truth was told, but the whole truth has not in all cases been quoted.

Another year has passed, and the banner over us in school discipline has been, "*Corporal Punishment permitted, but not practised.*" Two or three teachers, convinced that pupils would be benefited by the use of the rod, have followed their convictions in a very few instances, not exceeding six cases in all. A virtual disuse of the rod as an instrument of discipline may, therefore, be stated as a fact of the year.

Resting upon the success of the past year, our

teachers have made another year's trial, and we are able to report the following result :

Order is as good as ever before.

Obedience has been prompt and cheerful.

Willful Disobedience and *Malicious Conduct* have been less frequent than in any previous year.

Suspensions for Misconduct, which the advocates of corporal punishment so much dread, have diminished under the trial.

In the matter of *Suspensions for Misconduct*, witness figures taken from our books, based on daily attendance :

For the year 1865-66 one to 20,000 pupils.

For the year 1866-67 one to 12,000 pupils.

For the year 1867-68 one to 10,000 pupils.

For the year 1868-69 one to 12,000 pupils.

For the year 1869-70 one to 10,000 pupils.

For the year 1870-71 one to 14,000 pupils.

For the year 1871-72 one to 22,000 pupils.

For the year 1872-73 } one to 9,000 pupils.

The first year of our experiment.

For the year 1873-74 one to 24,200 pupils.

Since the difficulties attending a radical change in school discipline have been overcome there has been steady advance, and the last term of the year under review shows special suspensions to have been in the ratio of one to each 52,000 pupils in daily attendance.

The change in the relative proportion of bad cases appears in a favorable light from the following comparison with the past year. The cases are classified under four heads :

No. 1 embraces all cases that are the result of continued thoughtlessness, without willful intent.

No. 2 embraces all cases of persistent and willful disobedience.

No. 3 embraces all cases of damage to property, violent or obscene conduct, such as in more advanced stages would subject older offenders to criminal prosecution before the courts.

No. 4 embraces all cases of second or third suspension, when the first suspension failed to result in improvement of the offender.

The per cent. of each is given that a fair comparison may be made.

	No. 1.	No. 2.	No. 3	No. 4.
1872-3	8½ per cent.	52½ per cent.	34½ per cent.	4½ per cent.
1873-4	36 " "	33½ " "	27½ " "	3 " "

As our suspensions are temporary and do not work entire removal from school, the evil resulting from suspension is not so great as might be feared. On the contrary, it is found that the large majority of those once suspended do not reach the same point of discipline the second time, but they generally are improved by the punishment.

The marked success thus far achieved is entirely due to the united and earnest effort of a body of teachers who have no personal ends to serve, but whose sole aim is the highest good of the schools entrusted to their care.

With some, *time* is made an important element in the decision of the question of corporal punishment. Since, it is claimed, the use of the rod shortens the time requisite for discipline, it is desirable that it be used so that the time saved may be spent upon recitation, and thereby greater good be accomplished. This argument ignores entirely one great end of education—the cultivation of a self-determining power on the part of the child. If it requires more time to make the child realize his individuality, and to secure from him action controlled by inner rather than by outer forces, and at the same time action consistent with the good of every other individual of equal importance with himself, the man who looks to ultimate rather than to immediate results, will gladly accept the condition. The search for the means best adapted to the direction of energy, which from some cause or another has started out upon a wrong course, will reveal to the teacher many helps to the cultivation of the self-directing power of his other pupils. Witnesses of obedience secured by the use of physical force are seldom improved by the spectacle, many are injured by it. A wayward spirit checked, guided, and made to serve a noble end through influences whose worth all recognize, secures the respect of all his better associates, and they are made better still by the sympathy and aid given him.

That the rod is considered the swiftest means of

correction, and its use the shortest road to obedience, is the strongest argument against it. While at hand no other means will be tried in many cases, and the good that may come to both teacher and pupil from a thoughtful study of the disease and its proper remedy is lost. Not many years since, in the healing of physical malady, the lance and the bolus were most prominent. A more enlightened sentiment discards depletion, and a knowledge of *materia medica*, together with a study of constitutional habits, is sparing and lengthening human life. The relation subsisting between mental, moral and physical moods is becoming better understood. There are many cases of school discipline, I have no doubt, which a good physician can better manage than a teacher. Especially is this true of the unexpected and unaccountable delinquencies of those whose conduct is generally irreproachable, and whose unlooked-for outbreaks irritate the teacher the more because of the quarter from which they come.

But to recur to the question of time employed in cases of discipline without resort to the rod, this statement can be truthfully made so far as our work is concerned. For ten years past it has been my daily practice (with occasional exceptions when office work has occupied my time), to visit the schools of the city. In these visits made to every school-room in the city, from three to ten or more times during

the year, it is my custom to enter the room without any previous announcement. In a majority of cases, teachers have not known that I was in the building. This has given me an opportunity to see the work of the school-room as it is, at all hours of the day. While corporal punishment was in use, the cases in which I found teachers attending to discipline were as three to one compared with the same class of cases during the past two years. If without the use of the rod teachers have taken more time for discipline than before, it has certainly escaped my observation. During the past year I can recall but two cases where I found teachers engaged in disciplinary work to the neglect of recitations. It is very rare indeed, that I hear a word spoken to pupils by way of reproof or correction during my visits. Strangers often speak of the easy government of our schools. Said one after a visit of several days: "I have not heard a single word of reproof spoken to a child in all my stay, and it is a source of wonder to me."

That we have some troublesome cases is not to be denied, but these are not increasing. They are rather diminishing. It is our purpose to continue the experiment made during the past year with a fair show of success—that of transfer of troublesome pupils to other schools, where their past reputation will not hinder their reform, and where they will be free from the bad influences that have surrounded them.

In respect of the influence of this experiment upon the work of instruction, I would repeat with emphasis what was said last year.

Those who doubt the entire impartiality of the statements made are cordially invited to visit us at any time during the coming year, and there shall be ample opportunity afforded them to solve or to strengthen their doubts.

Nine schools, enrolling more than 6,500 pupils, have had no case of suspension during the year.

Six schools, enrolling nearly 4,500 pupils, have had but one case each.

In the division of labor with the Assistant Superintendent, Reading, Geography and the Oral Course have fallen to my lot, and Mr. Hanford has given special attention to Arithmetic, Penmanship, and to the inspection of the work of substitutes. At the Grade Institutes held each Saturday forenoon, each of us has called the attention of teachers to the subjects of his special care.

Mr. Hanford's report, herewith submitted, presents his observations and recommendations, together with the results of an examination in Penmanship.

By daily conference with each other, and by comparison of views, our work has been made a unit, and Mr. Hanford's recommendations and suggestions are fully endorsed by myself.

REPORT OF THE ASSISTANT SUPERINTENDENT.

J. L. PICKARD,

Superintendent of Schools :

In compliance with your request, my second annual report is herewith presented.

The usual record of the attendance of teachers has been made monthly, and is summarized in the following table, which also includes the attendance of pupils :

ATTENDANCE OF TEACHERS AND PUPILS.

SCHOOLS.	TEACHERS.								PUPILS.	
	No. of Different Teachers Employed.	Number of Days Employed.	Number of Days Lost by Absence.	Cases of Tardiness.	No. neither Absent nor Tardy.	No. Employed whole Year neither Absent nor Tardy.	Per Cent. of Attendance.	Per Cent of Tardiness.	Per Cent of Attendance.	Per Cent. of Tardiness.
High	24	4640	59	13	9	7	98.7	.3	95.5	.7
Normal	6	959	41	1	13	2	95.7	.05	96.85	.1
Jones	21	3330	24	14	10	7	96.0	.2	93.4	.9
Scammon	21	3641	42	15	4	3	98.8	.2	95.2	.3
Kinzie	19	3161	51	44	4	4	98.4	.7	94.0	.7
Franklin	24	4220	35	55	4	3	99.3	.7	95.2	.5
Washington	21	3455	99	51	5	3	97.1	.7	95.1	.7
Moseley	23	4360	50	63	2	2	98.9	.7	94.9	.7
Brown	36	5417	141	64	5	1	97.4	.6	94.3	.6
Foster	23	3863	44	10	5	2	98.9	.1	95.4	.4
Ogden	18	3310	55	33	2	2	98.4	.5	95.1	.5
Newberry	31	5358	70	26	2	6	98.7	.2	95.1	.6
Wells	25	4331	64	39	5	3	98.5	.5	95.2	.7
Skinner	27	4909	45	39	2	4	99.2	.4	95.1	.7
Haven	26	3822	37	35	5	5	99.0	.5	94.4	.9
Cottage Grove	19	2753	35	29	4	1	98.7	.5	93.7	.8
Holden	28	4080	99	12	6	2	97.5	.1	92.4	1.1
Holstein	7	787	3	2	3	2	99.6	.1	94.5	.7
Dore	21	3855	60	3	3	3	98.4	.04	95.0	.3
Hayes	24	4600	41	4	13	11	99.1	.04	94.7	.9
Clarke	27	3749	56	12	7	1	98.5	.2	93.7	.6
Douglas	26	4307	73	36	10	2	98.3	.4	93.6	.5
Lincoln	18	3485	35	9	8	5	99.0	.1	94.5	.8
Carpenter	22	3934	67	20	8	6	98.3	.3	94.8	.3
Burr	14	2150	30	11	4	2	98.6	.3	95.2	.8
*King	16	1525	25	12	8	4	98.4	.4	95.0	1.0
Pearson Street Primary	17	2517	60	20	4	1	97.6	.4	95.2	.6
Elizabeth Street Primary	9	1695	13	12	1	1	99.2	.4	94.4	1.0
Walsh Street Primary	19	3051	64	61	1	0	97.9	1.0	94.1	.8
Mitchell Street Primary	20	2789	16	4	12	6	99.4	.1	94.3	.4
Wentworth Avenue Primary	14	2549	59	29	3	1	97.7	.6	94.4	.6
*Vedder Street Primary	14	540	1	3	10	10	99.8	.6	96.0	.5
Blue Island Avenue Primary	2	140	1	1	1	0	99.3	.4	93.0	.8
Calumet Avenue Primary	11	2200	29	10	4	4	99.5	.2	95.1	.3
Lincoln Street Primary	18	2884	67	30	5	1	97.0	.5	94.7	1.1
†Third Avenue Primary	14	1078	27	10	4	2	97.5	.5	93.5	.8
Sangamon Street Primary	16	2988	37	9	3	2	98.8	.2	94.6	.6
Polk Street Primary	17	2525	28	23	5	2	98.9	.5	95.1	.3
Lawndale	2	400	10	3	0	0	97.5	.8	94.1	1.2

* Opened January 6, 1874.

† Opened May 6, 1874.

‡ Opened February 2, 1874.

Your attention is respectfully called to some facts of interest, which appear from a comparison of the above table with the similar one given in my first annual report.

Last year the absences of teachers were more than two per cent. of the number of days employed; this year the former are but one and one-half per cent. of the latter.

In regard to tardiness, the table of last year showed that in three schools the punctuality of pupils was equal to, and in sixteen schools exceeded that of their teachers. This table shows that in this matter the pupils of seven schools have done as well as, and in three schools only, better than their teachers. With one hundred more teachers employed than last year, the aggregate of tardiness is nearly sixty per cent. less. It is to be hoped that the table for next year will show a still greater improvement, so that in no school shall the teachers set an example unworthy of imitation by their pupils.

PENMANSHIP.

Our teachers have tried faithfully to make their instructions efficient in this branch, and have been rewarded with good success. I have assisted as far as possible by discussing the subject in the Grade Institutes and by making suggestions to individual teachers, from time to time, in their class-rooms.

In the Institute it has been assumed that the conditions of success in teaching Penmanship are to secure on the part of the pupil: *First*, a vivid and accurate conception of the form to be made; *Second*, a determination to reproduce that form; and *Third*, persistent effort to reproduce the same. In the discussion of these three points, methods of securing close attention and accurate observation, elements of form, and details of execution and criticism have received special consideration.

In order to exhibit the gratifying success of both teachers and pupils in this branch, and to give the several schools an opportunity to compare work, it was arranged, early in June, to secure specimens from the first class in each grade that writes with the pen. The following circular was sent to each Principal:

OFFICE OF BOARD OF EDUCATION,

CHICAGO,.....1874.

M.....

Principal of.....School.

You will please conduct an examination in Penmanship, in the first class of each grade above the seventh grade, in your school, on Tuesday, June 9, 1874, beginning at 9.30 and closing promptly at 10.30 A. M.

Any class promoted on June 1, 1874, may be ranked as first class of the previous grade.

The package furnished from this office will contain paper for the specimens, and printed copies of the matter to be written.

At 9.30 A. M., the teachers of the classes examined will please write the copies upon the blackboard, supplying the name of the school as part of the heading.

If desired, pupils may practice the copy before writing upon

the paper to be returned, provided the specimens are completed and properly signed within the hour.

Please enclose the specimens of each class separately in the wrappers supplied, and deliver the same at this office, before 6 o'clock P. M., June 9, 1874.

F. HANFORD,

Ass't Sup't Schools.

In response to this circular, three thousand three hundred and eighty-seven specimens were returned to the office. I have carefully inspected and graded them, and present the results of the inspection in tabular form :

SCHOOLS.	FIRST GRADE.		SECOND GRADE.		THIRD GRADE.		FOURTH GRADE.		FIFTH GRADE.		SIXTH GRADE.		TOTAL.	
	Number.	Average.	Number.	Average.	Number.	Average.	Number.	Average.	Number.	Average.	Number.	Average.	Number.	General Average.
Jones.....	7	87.9	16	88.5	17	89.5	31	90.4	21	89.8	25	85.9	117	88.8
Scammon.....	16	90.6	17	89.3	17	89.5	18	90.7	26	91.2	20	87.0	114	89.5
Kinzie.....	18	88.2	12	89.4	40	89.1	31	89.9	29	85.3	12	85.8	142	88.1
Franklin.....	14	93.8	11	91.4	13	90.6	27	90.9	29	86.1	30	85.3	131	88.0
Washington.....	25	91.0	23	89.7	25	90.4	10	90.3	25	90.9	24	89.7	137	90.3
Moseley.....	27	88.2	31	84.2	20	85.4	32	88.5	35	86.8	23	86.9	159	85.4
Brown.....	61	90.5	28	89.3	43	88.9	32	88.1	32	88.8	33	86.9	229	88.5
Foster.....	23	87.6	23	87.8	25	89.6	28	88.2	30	86.2	32	86.1	161	87.5
Ogden.....	20	86.8	20	86.8	36	89.7	18	92.1	31	89.6	24	86.9	159	89.1
Newberry.....	9	85.6	20	88.3	21	88.7	16	85.3	19	87.6	21	85.7	106	87.1
Wells.....	19	91.1	22	89.2	22	91.6	23	89.6	26	89.4	21	85.8	137	89.4
Skinner.....	43	87.3	19	89.2	23	88.2	28	92.1	30	85.9	25	86.8	168	88.1
Haven.....	33	87.3	20	87.8	24	87.9	9	86.8	30	85.7	23	85.5	139	86.6
Cottage Grove.....	9	87.9	14	85.7	22	83.9	14	86.8	12	81.3	20	84.0	91	84.5
Holden.....	18	80.0	19	80.0	30	81.0	16	85.9	26	85.6	25	85.4	134	83.5
Holstein.....	..	..	2	90.0	6	85.0	10	86.0	11	85.9	11	84.5	40	85.6
Dore.....	21	83.8	16	88.4	15	91.9	31	94.8	27	90.6	16	85.3	126	91.3
Hayes.....	33	91.1	21	90.6	22	89.5	22	87.5	19	88.3	24	81.9	141	88.2
Clarke.....	17	90.0	17	86.2	29	90.2	17	89.4	29	84.8	25	86.7	144	88.1
Douglas.....	19	86.3	24	87.1	21	87.9	34	87.8	22	87.3	21	86.0	141	87.1
Lincoln.....	25	88.2	17	86.2	17	88.2	28	89.8	25	85.6	28	83.4	140	87.2
Carpenter.....	..	..	..	..	..	..	18	86.9	20	88.5	18	83.3	78	85.8
Burr.....	..	..	..	..	..	..	12	89.6	20	85.5	31	84.4	79	86.5
King.....	..	..	..	..	..	..	25	87.2	20	85.3	20	84.0	65	85.9
Pearson Street Primary.....	..	..	..	..	..	..	..	..	..	..	19	85.8	19	85.8
Elizabeth Street.....	..	..	..	..	..	..	..	..	..	..	35	90.4	35	90.4
Walsh Street.....	..	..	..	..	..	..	..	..	..	..	33	88.0	33	88.0
Mitchell Street.....	..	..	..	..	..	..	..	..	..	..	23	85.4	23	85.4
Wentworth Avenue Primary.....	..	..	..	..	..	..	..	..	..	..	21	91.0	21	91.0
Vedder Street.....	..	..	..	..	..	..	..	..	..	..	21	86.9	21	86.9
Calumet Avenue.....	..	..	..	..	..	..	..	..	..	..	26	87.5	26	87.5
Lincoln Street.....	..	..	..	..	..	..	..	..	..	..	53	87.1	53	87.1
Third Avenue.....	..	..	..	..	..	..	..	..	..	..	16	87.2	16	87.2
Saugamon Street.....	..	..	..	..	..	..	..	..	..	..	23	88.0	23	88.0
Polk Street.....	..	..	..	..	..	..	..	..	..	..	17	91.8	17	91.8
Lawndale.....	..	..	..	..	..	..	..	..	..	..	6	90.0	6	90.0
TOTAL.....	457	88.5	417	85.5	527	88.4	527	89.3	600	87.4	859	86.3	3387	87.8

More than eighty per cent. of the specimens range from *fair* to *excellent*. Many of those from the first and second grades, and some from the third grade even, would do credit to a professional copyist. In order to preserve them and to afford proper convenience for inspection and comparison, I recommend that about three hundred be selected to represent each grade, and that the same be bound in plain, substantial volumes.

It will appear on examination of these samples that for the most part, the conditions of success previously mentioned, have been well met in the first and second elements, but to only a limited extent in the third. The forms of the letters show correct conception and determined effort, but the lack of smooth and graceful outlines shows the need of long and patient practice. This need our schools cannot fully meet without using time that ought to be devoted to other subjects.

It has been asserted that pupils often acquire, by short experience in the counting room or commercial school, an excellence in penmanship which we fail to give them. The truth is, that rapid progress has been rendered possible by the careful training previously given, and the most that is needed is time and opportunity for the requisite practice.

I am glad to report a marked improvement in the writing of the sixth grade. The teachers have realized the necessity for the greatest care and skill in the

initiatory work of their grade, and, with very few exceptions, have labored to prepare for and conduct the exercises so as to insure success. The beneficial results will undoubtedly manifest themselves hereafter.

ARITHMETIC.

The introduction of additional reading matter in the lower grades prolonged the time that classes have usually required for their grade work, and the opportunity has been largely used to train the pupils to more rapid reasoning and execution in numbers.

In all grades, teachers have been urged to use time exercises, for the purpose of leading children to appreciate the fact that the amount produced in a given time, as well as the quality of the product, determines the value of producing power. One of the most serious defects in our school-work is that pupils are not trained to compute rapidly. This defect is partially due, no doubt, to the neglect of exercises which strengthen the memory. Written exercises have supplanted the oral to an unprofitable extent. The pupil's habits of thought and of study have not received proper attention. The consequence is that the pencil and pen are too often resorted to in obtaining results, when memory, unaided by these mechanical appliances, should have been relied upon. The general standing in the problems given at the last Spring and High School examinations would

have been much higher if many pupils had not needed to consume so much time in the simple operations, that they were unable to complete the lists before the papers were called for. It seems very difficult to teach children to take enough time for reasoning and not too much for computation, and for this reason the matter should receive direct and frequent attention.

The papers written at the above examinations show that all necessary care is taken to secure orderly arrangement of matter and general neatness of appearance.

There is a commendable and growing tendency to cut loose from stereotyped forms of analysis by encouraging originality, and to aim at the greatest possible brevity consistent with clearness and accuracy.

SUBSTITUTES.

The supply of experienced teachers has been but little greater than it was last year, and we have had to rely very largely, therefore, upon the inexperienced. The total number of applicants, however, has been sufficient to obviate the necessity for sending out members of the Senior Normal Class, to which we were then often subjected. Not less than fifty teachers, or about forty per cent. of those appointed during the year, had no previous experience, and no professional training except such as could be afforded them in the limited opportunities of the "Special Normal Class." Most of them have real-

ized that they had almost everything to learn pertaining to successful discipline and instruction, and have eagerly sought advice and assistance from every available source.

A more extended course of preparatory training would be of the greatest service to this class of appointees, most of whom are graduates of our High School, and whatever additional expense might be incurred in affording it, would be amply recompensed in the increased efficiency of their first teaching.

It is the custom to admit to the "Special Normal Class" after each monthly examination of teachers. If applicants were admitted only at the beginning of the Fall and Winter Terms, and if a more definite and extended course of professional instruction, requiring at least a long Term for its completion, were adopted, the Normal Teachers would be much better satisfied with the results of their labor in this department, and the benefits of membership would be greatly enhanced.

In closing, I cannot refrain from alluding to the quiet cheerfulness manifested in the associated work of our teachers and pupils. The good-natured but persistent industry of our school-rooms seldom fails to attract notice and elicit commendation from observing visitors. Our rapid progress in this direction is undoubtedly due to intelligent, determined effort to direct childish activities in legitimate channels by

skillful means, rather than to repress those activities by coercion.

With gratitude to yourself and the Board of Education for continued kindness, this is respectfully submitted.

F. HANFORD,

Assistant Superintendent Schools.

READING.

After visiting the schools of other cities, the conviction was forced upon me that in the matter of Reading we were not up to the standard. The prominent faults observable were: *First*—Indistinct articulation; *Second*—Rapid utterance; *Third*—Want of interest in matter read; *Fourth*—Measured emphasis; *Fifth*—Monotonous inflections; *Sixth*—Attempt on the part of the teachers to bring the children into such expression as should present the thought of the teacher; and *Seventh*—Want of analysis of the thought on the part of pupils.

These faults were not all found in any one teacher, nor was any one of them observable as a common fault in all teachers. Rapid utterance and monotonous inflections seemed to be the most general. As the result of general criticism there has been a marked improvement of steady progress during the year. Satisfied that more particular criticism was needed, the whole of the Summer Term was devoted

to an inspection of the work done in Reading by each teacher above the tenth grade. My uniform plan was to permit the teacher to select six of the best readers in her room upon condition that the selection should be made about equally from the different classes of the room. These six (except in the very lowest grade when all were called up at once) were called upon one at a time. The selection of the lesson was made by the teacher. Each pupil was marked. After the six best had read, six others were called on by myself, to read a selection made by myself, and these six were also marked. The average of the twelve was then given the teacher, and such criticisms were made as seemed necessary and serviceable to the teacher for future work. A second examination of some of the rooms convinced me that these special criticisms were very kindly received, and the faults noticed were largely corrected. This examination extended to every room in the city except those occupied by tenth grade pupils. The number of rooms examined was 421, and they are ranked as follows :

Excellent,	126,	marked above 90 per cent.
Good,	261,	" from 86 to 90 per cent.
Poor,	34,	" below 85 per cent.

The effects of this examination will be manifest during the year to come. The results are submitted

in the following table, classified by grades and by schools.

SCHOOLS.	No. Classes.	No. 1.	No. 2.	No. 3.	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	General Average.
Jones	13	5	8	...	94	94	89	92	89	90	91	89	89	91
Scammon	15	...	15	...	89	89	90	88	88	88	87	89	88	89
Kinzie	10	...	8	2	90	90	88	82	85	87	84	87	85	86
Franklin	13	...	9	4	90	90	90	89	89	89	83	82	88	88
Washington	12	1	10	1	93	90	88	87	88	84	87	90	88	88
Moseley	15	8	7	...	91	91	93	90	90	89	92	91	94	91
Brown	21	6	15	...	90	89	89	89	90	90	89	88	86	89
Foster	16	8	8	...	91	90	91	89	91	93	91	90	89	91
Ogden	11	4	7	...	90	91	90	90	89	90	87	92	90	90
Newberry	16	3	13	...	92	92	91	89	90	90	87	86	88	89
Wells	13	9	4	...	91	90	93	91	93	90	90	90	93	91
Skinner	19	6	13	...	93	92	92	91	90	88	89	88	89	90
Haven	13	13	...	...	93	93	93	93	93	93	92	91	91	92
Cottage Grove	11	2	7	2	90	89	90	91	84	90	86	90	87	89
Holden	14	3	11	...	90	90	91	91	90	91	90	89	89	90
Holstein	4	...	2	2	...	...	...	...	...	79	66	86	74	76
Dore	14	2	11	1	88	90	89	88	89	91	90	90	86	89
Hayes	18	5	11	2	92	91	90	91	88	84	87	89	86	89
Clarke	13	8	5	...	93	93	95	91	91	91	90	88	92	91
Douglas	16	10	6	...	92	90	90	90	93	91	90	91	92	91
Lincoln	14	3	10	1	93	90	91	91	91	89	90	90	85	90
Carpenter	13	7	5	1	...	...	92	91	88	91	89	92	81	89
Burr	9	2	5	2	...	...	92	91	89	85	89	85	83	88
King	9	...	5	4	...	...	...	...	89	87	85	81	86	86
Pearson Street Primary	10	3	7	...	...	...	...	...	93	91	93	89	89	91
Elizabeth Street Primary	7	...	3	4	...	...	...	...	...	90	86	78	70	87
Walsh Street Primary	8	...	6	2	...	...	...	...	...	85	87	77	89	84
Mitchell Street Primary	8	1	7	...	...	...	...	...	...	87	88	89	90	89
Wentworth Av. Primary	9	7	2	...	...	...	...	...	...	92	93	91	92	92
Vedder Street Primary	8	2	5	1	...	...	...	...	...	90	85	89	91	89
Blue Island Av. Primary	1	...	1	...	...	all grades	...	...	...	...	...	...	...	88
Calumet Avenue Primary	8	3	4	1	...	...	...	...	...	89	90	87	88	89
Lincoln Street Primary	10	1	8	1	...	...	...	...	...	87	88	89	88	88
Third Avenue Primary	8	...	7	1	...	...	...	...	...	88	90	85	89	88
Sangamon St. Primary	10	...	9	1	...	...	...	...	...	86	88	86	87	87
Polk Street Primary	10	4	5	1	...	...	...	...	...	92	87	89	88	89
Lawndale	2	...	2	...	...	...	...	88	88	88	86	86	86	87
Total	421	126	261	34	91	90	91	90	89	89	88	88	87	89

ORAL COURSE.

Earnest discussion has arisen as to the value of our Oral Course. It is wise to heed the objections made, and, if possible, to meet them. *First*—It is too extensive, and embraces more than the time at command warrants. *Second*—It is beyond the compre-

hension of the pupils. *Third*—Teachers are not experts in all departments of knowledge, hence faulty instruction is given. The little that is learned by the pupils must be unlearned in later years. *Fourth*—What is well learned requires more time than would be required after the mind becomes more mature, and therefore is at the expense of more important matters that may be easily understood and mastered by young pupils. *Fifth*—Since the language of Science must be largely technical, and should in all cases be exact, it is better that the child be taught from the text-book prepared by one thoroughly versed in the science of which he treats, than from the lips of one who can under the most favorable circumstances have but a smattering of all he is expected to teach.

Other objections of less value and unworthy serious consideration, such as that pupils make ludicrous mistakes in examinations, that much time is wasted upon things that pupils already know, and that in the subjects assigned them there is much of no value to the pupil, will be passed while we consider those cited above that seem to have some weight.

The value of the knowledge implied in our Oral Course is not questioned. The importance of the facts about which something may be learned is admitted. In answering the objections, therefore, we

have only to deal with the time, the manner, and the extent of the instruction to be imparted orally. These three are modified essentially by the end we have in view.

This end, to my mind, is two-fold. Primarily it aims at the cultivation of habits of observation, and secondarily at the acquisition of knowledge. My thought may be more correctly expressed, perhaps, by saying that the ultimate aim is the acquisition of knowledge through a proper use of the senses, and that the earlier steps towards the accomplishment of this end must be in the training of the senses. Our work comes within these earlier stages. Hence, habits of observation are our objective point. Accurate knowledge is required, but it is not essential that it be limited in range or exhaustive upon any one topic. The senses are trained by exercise, and variety of exercise suits best the child's nature. Less variety is essential as years accumulate, and the ability to classify and to examine minutely grows with the years. While only the more observable properties of natural objects are within the grasp of the child's mind, his range must be wider ; but as he obtains a clearer insight he may be confined more closely, till in his maturer years he is brought to a single line of study. The child upon the flowery prairie will naturally gather widely and largely, while the thoroughly furnished botanist cares for but a single flower of all

the child's collection. The botanist is what he is to-day, because yesterday he roamed as a child.

The Sciences are inter-dependent, and he who would make himself master of one must have some knowledge of all.

The field of knowledge is a sphere. The surface presents more observable properties to the senses of the child. The hidden recesses of the interior are explored by the adult whose curiosity was awakened, whose habits of observation were cultivated, and whose spirit of inquiry was fostered by the surface study of earlier years.

The inquisitive mind asks three questions about an object: *What? Whence? Why?* The answers that will satisfy the child are *the name, the locality of its existence, and the peculiarities of its relations to the child.* The adult seeks to know *its structure, its origin, and the adaptation of its parts to their several purposes.* The child's questions must first be answered; if not in childhood, then in maturer years. The answers sought by the adults may be comprehended in limited degree by the child. From the name to the nature, from the home to the habits, from the peculiarities to the purposes, is a movement inward from the surface toward the center. The topics presented for study in any oral scheme must therefore be extensive but not exhaustive.

The knowledge required must be accurate but not minute.

What *should be said* upon these topics is within the comprehension of children. What *may be said* is possibly beyond their comprehension. This is a question of manner and not of matter.

That teachers are not experts in all departments of Science is not to be wondered at. They could not be if they would be. But that they may know thoroughly what is within the limit of the child's ability, is not to be disputed. The oral course is not designed for the professional training of scientists, but its design is to encourage observation, so that he who would become a scientist may have the benefit of a keen eye, a quick ear, an acute smell, a delicate taste and a sensitive touch, and withal a relish for scientific study, as well as the ability to express in simple language the results of his observations.

That such a training requires time is true, but that it takes time due to more important studies is the result of a misconception of its methods. The interdependence of knowledges not only makes it possible to give the required time, but makes success in what are called the more important studies dependent upon the proper admixture of oral instruction. The oral course should not be made distinct from other parts of the work, where it is possible to connect it with them. That it has been so dissevered has been to

the injury of "the more important studies." This, too, is an objection to the manner rather than to the matter, and it may be met easily, as I hope to show in part in the presentation of the matter of Geography. The last objection presented has the most weight of all, if we consider the acquisition of knowledge the primary end of oral instruction. Oral instruction comes in to the relief of technical language by way of illustration in simpler phrase, or by way of a living presentation of what in the books is lifeless and uninteresting. Experiment is a potent instructor, though it does not use the language of the books. An arithmetic is full of definitions, because the technical language needs to be translated into the language of the child to aid his conception of the truth. We are always defining, making what is understood a channel to the unknown. The teacher is a translator, an interpreter better, hearing what the author says, and knowing what the pupil can understand, he takes the author's thought and clothes it in language intelligible to the pupil. He is responsible for the communication of the idea, and the liberty conferred by oral instruction is of great value to one who must present the same idea, clothed in varied language as the needs of his different pupils require.

All the objections that have been urged against our Oral Course may be met by a change in the manner of its presentation. A great step in advance

was taken when Prang's Chromos illustrative of Natural History were introduced. Facilities for illustrative teaching need to be largely increased. I would again urge the use of Physiological Charts in connection with Oral Instruction in Physiology.

GEOGRAPHY.

The study of Geography in our schools is the most irksome in our course; and the results, in proportion to the time spent upon the same, are the least satisfactory. Nearly five years are devoted to the study of text-books in Geography. The memory is exercised much more than any other faculty, and the mind is stored with a mass of disconnected facts. Text-books are of necessity made for general use, and no locality can have special prominence. The space devoted to one's own State or city must be as meagre as that given to a city or a State with which one has the least intercourse. Theoretically some square miles of the earth's surface are of far more value to us than other portions; but as a practical result of text-book study, each square mile is of equal importance with every other. Practice cannot be made to accord with theory, unless a text-book be prepared for each locality, or, what will serve an equally good purpose, selections be made from books in the hands of pupils, and the Course of Study be prescribed by a schedule of topics, information upon

which may be gathered from text-books, cyclopedias, maps and charts.

Such a plan as the latter would realize Mr. Huxley's conception of Geography as "the peg upon which the greatest quantity of useful and entertaining scientific information can be suspended."

Without pretending to furnish a complete schedule of topics, I will venture to suggest the following skeleton, which may be filled out if the frame seems worth the covering:

First—Let me premise that the helps essential to the study as proposed are—

1. A Terrestrial Globe.
2. Large Outline Maps of the Hemispheres and of the United States.
3. A collection of good Maps in the hands of each pupil.
4. Good text-books in Geography for reference.
5. A Cyclopedia accessible to pupils.

Of the above the only things lacking are the large Outline Maps, and the collection of Maps for pupils' use. The small Atlas which was in use thirty or forty years ago ought certainly to be reproduced. Nearly all that is in our Oral Course in the Fourth, Fifth, Sixth and Seventh Grades may be profitably connected with the study of Geography, as will appear in the fuller development of the plan.

GENERAL SYNOPSIS.

I.— <i>Earth.</i>	Form.	Globe or Sphere.
	Size.	{ Diameter 8,000 miles nearly. Circumference 25,000 miles nearly.
	Surface.	{ Land. Water.
	Composition.	{ Solid. { Soil. Rocks. Metals. Liquid.—Water. Gaseous.—Air.
	Use.	Home for Man.
II.— <i>Man's Needs.</i>	Material.	{ Food. Clothing. Shelter.
		{ Culture. — Education. Control. — Government. Worship. — Religion.

SYLLABUS OF TOPICS.

I. *Form of the Earth.*—Like all other bodies in the universe—globular. Represent its form by a terrestrial globe. Proofs of its curved form—objects seen upon the lake by a person standing upon a high building will disappear if he descend to the surface of the earth. One standing upon the shore of the lake may see a vessel, the lower part of which will be hidden if he lie down upon the beach. Illustrate by holding a small object upon the globe and permitting the pupil to look at it from a little distance, and then by placing his eye close to the globe a little way from the object; also, by drawing a curved line upon the black board, and then representing a pole standing upon part of that curved line, and by drawing straight lines touching the curve to the pole from different distances from the opposite end of the curve, thus:



To a person standing with his eye at *a*, the upper part of the pole *c d*, will be seen; but if he bring his eye down to *b*, the whole pole will be hidden from sight.

The shape of the shadow in an eclipse of the moon. Illustrate by casting the shadow of an apple or a ball upon the wall or upon a piece of white paper; contrasting it with the shadow of a cube or of a book, showing that the shadow represents the shape of the body whose shadow is cast. Let the pupil determine the shape of the body from seeing only the shadow.

Let the pupil read the account of Capt. Cook's three voyages, from 1768 to 1779, and trace them upon the globe. Also the account of the voyage of Magellan in 1519 to 1522; that of Drake in 1577-1579. As traveling around the world is now quite common, the pupil may trace the route of any traveler or make an imaginary voyage himself.

II. *Size of the Earth.*—Compare with the globe one foot to 8,000 miles. Calculate the days required to walk round the world by a person walking three miles an hour and eight hours per day; the same calculation for a railway train moving twenty miles an hour without stoppage; the same for a bird flying fifty or seventy miles per hour. Let the pupil institute any comparison of distance around the earth with any familiar distances, as for example the distance of his home from the school—the length of the city. The size of the earth as compared with that of the moon, $3\frac{1}{2}$ times as large in diameter; 49 times as large in bulk. The size as compared with that of the sun; the sun having a diameter more than 108 times as large as that of the earth, and a bulk equal to that of one million two hundred and seventy thousand earths.

III. *The Surface of the Earth.*—Land and water. Let the pupil calculate as nearly as he can the relative proportion of each by examination of Outline Maps and comparison by means of the lines of latitude and of longitude.

Land named Continents, Islands.

Water named Oceans, Seas, Lakes.

Define each, and let the pupil find each upon the Globe or Maps. Land surface uneven, giving *Mountains, Hills, Valleys, Plains*—to be found on Maps. Water surface even. Coast line uneven, irregular, giving rise to *Capes* and *Promontories* in Land, and *Gulfs* and *Bays* in Water. Let the pupils find them upon

Maps and Globes. Parts of each Continent are held together by a narrow strip of land called an *Isthmus*. Oceans and Seas are connected by narrow strips of water called *Straits*. Let these be found upon the Maps. The unevenness of the land surface causes the water that falls upon it in rain to gather in the lower parts into *Rivers*. Let the course of the rivers be traced, and the general slope of the land be determined therefrom.

IV. *The Composition of the Earth*.—SOIL—*Loam*, mixing sand or clay with decayed vegetable matter, which makes it dark colored *Sand, Clay*. ROCKS, in layers or not in layers. Illustrate from building material in stone. MINERALS—*Coal, Petroleum, Salt*. METALS—*Iron, Lead, Copper, Silver, Gold*. The properties of these Minerals and Metals, with their localities, pointed out upon the Maps. Great internal heat—evidence in *Volcanoes*.

V. *The Earth as the Home of Man*.—Man's material needs, *Food, Clothing and Shelter*.

Food.	Animal.	Beasts.	Domestic.	Meats.		
			Wild.	Game.	{ Forest. Prairie.	
		Birds.	Domestic.	Poultry.		
			Wild.	Game.	{ Forest. Prairie. Lakes. Seas. Rivers.	
		Fishes.			
		Vegetables.	<i>Roots</i> , Potatoes, Beets, Onions, &c.			
	<i>Stalks and Leaves</i> , Sugar, Tea, Lettuce, Cabbage, &c.					
	<i>Grains</i> , Wheat, Rye, Corn, &c.					
	<i>Fruits</i> , Apples, Peaches, Nuts, and Melons, &c.					
	Mineral.	Water.				
Salt.						

Hunting of wild animals used for food. Preparation of meats. Cooking of same. Foreign and domestic fruits. Conditions essential to their production. This introduces *Climate*. Differences of climate; causes of difference, (1) *Distance from Equator*, (here name equator, tropics, polar circles, poles, and show the same upon the globe); *The Zones*, Animals and Vegetables belonging to each; (2) *Elevation above level of the Sea*, illustrating from mountainous country like Mexico or Switzerland, which have all varieties of climate at the same time of the year;

(3) *Seasons*, opposite upon opposite sides of the equator—(fact to be stated, but no reason required). Gathering and care of vegetables for food. Preparation of the same. Mills for grinding grain. Water-power in hilly countries; steam-power in level countries. Localities from which articles of food are obtained, to be studied out upon the maps and globe; their location as to zones; their direction from ourselves. Means of communication. Railroads, Ships, Steamers, Canals, &c. *Carrying Trade*. Articles of exchange; countries exchanging their surplus with each other. Sections of the same country or State exchanging surplus products. Places where these exchanges are made—cities large or small. Illustrate by our own city, by New York, Philadelphia, St. Louis, Boston, Cincinnati, &c. Uses of elevators at places of exchange. Children may become interested in different branches of trade in imagination, and study upon their maps routes of travel in carrying on their trade. (The first lesson in the Intermediate Reader may help them a little by studying from the map the routes traveled by the children named therein).

Water. Sources of supply. Clouds; how formed. Illustrate by drying of wet clothing, the steam rising from the drying sidewalks after a shower, the steam from a boiling kettle, &c. Condensation illustrated in the dew, by breathing upon a glass plate, in the moisture which gathers upon the outside of a tumbler of cold water, or an ice pitcher. Snow. Rain; how gathered in Springs, Rivers, Lakes, Wells, Cisterns, &c. Means of distribution—Water-works, as illustrated in our own city; Aqueducts and Reservoirs as seen in New York, Boston and Philadelphia. The immense pressure of water, and, consequently, the need of very strong resistance. Instances of the breaking of Levees, as in Louisiana, 1874; of Dykes, as in Holland, 1860-61; of Dams, as in Massachusetts (1874).

Salt. Obtained from mines directly, as in England, Germany, Austria, Poland, and Hindostan; obtained from salt water by evaporation, as at Syracuse, N. Y., and in some parts of Pennsylvania, Ohio, Michigan, and at some points in the Southern part of Illinois, chiefly about the head waters of the Little Wabash River.

The maps should be referred to frequently in studying locality of all articles of food.

<i>Clothing,</i>	Animal.	Wool.
		Fur.
	Vegetable.	Leather.
		Silk.
		Horns.
		Ivory.
	Mineral.	Cotton.
		Linen.
		Caoutchouc.
		Gutta Percha.
		Iron.
		Brass, (Copper and Zinc.)
		Steel.

Wool. Rearing of Sheep, Shearing, Carding, Spinning, Weaving. Localities.

Fur. Animals most valuable for fur. Best time to take the animals. Seals, Otter, Marten, Mink, &c. Localities and mode of capture.

Leather. Process of manufacture.

Silk. Food of silk-worm. Cocoons. Process of obtaining silk. Localities.

Horns and Ivory. Uses. How obtained.

Cotton. How obtained. Where. How prepared for market. Carding, spinning and weaving.

Linen. From what obtained. What part of the plant.

Caoutchouc and Gutta Percha. From what obtained. Where. (East Indies and South America.) Their uses. They differ as to the property of elasticity.

Iron and other Metals. Their use in clothing. How obtained. Where. Point out localities on maps.

Manufacturing clothing.

<i>Shelter.</i>	Vegetable.	Wood.
		Cotton and Linen Cloths.
		Caoutchouc and Gutta Percha.
	Mineral.	Brick.
		Stone.
		Iron.
		Lead.
		Glass.
	Animal.	Paints.
		Skins.

Wood. Oak, Ash, Walnut, Maple, Pine, White-wood. Growth of trees. Cutting and sawing lumber. Mills. Manufacturing lumber. Doors, sash and blinds. Planing mills. Builders and materials.

Brick. How made.

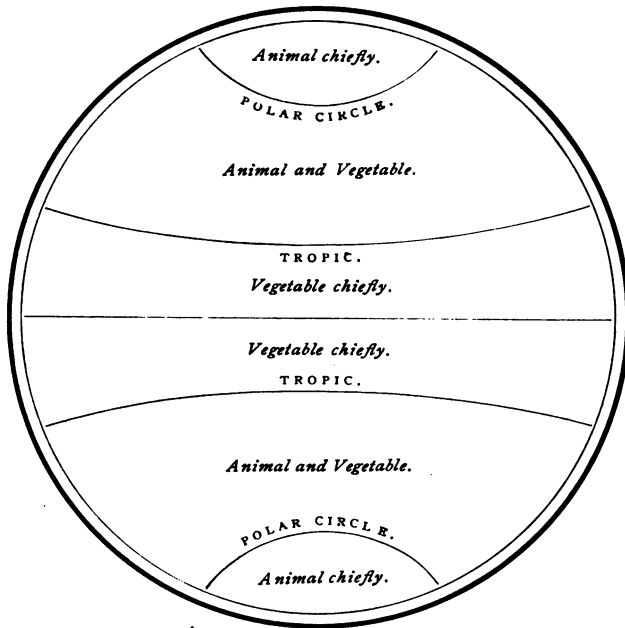
Stone. How quarried and how dressed.

Iron. Cast—pillars, girders, shutters, ceilings, &c.

Glass. Of what made, and how made.

Taking some large building in process of erection, the localities from which the materials are brought, and the routes by which they are brought, should be found on the map.

By way of review, and of impressing the thought of the relation of climate to food and clothing, the following diagram will bear study. Within the polar circles food and clothing are largely animal. Within the tropics largely vegetable. Within the temperate zones both animal and vegetable.



The zones may be colored to represent the nature of the climate—white within polar circles; green for temperate zones; brown for torrid zone.

A diagram like the above may be kept upon the board in colored crayon as an aid to study.

In the other class of man's needs it will be best to classify peoples as Savage or Barbarian, and Civilized or Enlightened, and find upon the maps the homes of each class.

<i>Educational Agencies.</i>	{	Homes and Families.	
		Social Customs.	
		Schools of all kinds.	
		Libraries.	
		Art Collections.	
<i>Government.</i>	{	Despotism, or Absolute Monarchy—Russia.	
		Monarchy, limited—England.	
		Democracy.	{
			Pure—Old Swiss Cantons.
			Representative—United States.
<i>Religion.</i>	{	Christian.	{
			Roman Catholic, $\frac{23}{100}$
			Greek, $\frac{9}{100}$
			Protestant, $\frac{12}{100}$
		Jewish,	$\frac{1}{100}$
		Mohammedan,	$\frac{15}{100}$
		Pagan,	$\frac{100}{100}$
<i>Races.</i>	{	Caucasian, White Race, $\frac{12}{27}$	
		Mongolian, Yellow Race, $\frac{11}{27}$	
		African, Black Race, $\frac{3}{27}$	
		Malay and	
		American, } Red Race, $\frac{1}{27}$	

The maps and globe should be used constantly in studying all parts of the work. Maps should be frequently sketched by the pupils.

Connected with this should be a more minute Geography of Chicago, with its canal connections, its lake connections, its principal railway connections, its principal imports, its exports, the uses of its elevators, the sources whence its lumber is derived, and the places of its sale; the supply of grain of all kinds, and what becomes of it; the peoples with whom our city trades, and the means of interchange of commodities; the manufacturing interests of the city—its rolling-mills, its iron foundries, its cop-

per and brass works, its boiler manufactories, its steam-fitting works, its boot and shoe manufactories, its lead works, its oil manufacture, its shot tower, its slaughter houses; a map of the city with the principal streets, and all the streets in the immediate vicinity of the school-house. Something may be learned of the other important cities of the State, and something of the States with which we have most to do in the way of commerce.

The work thus imperfectly sketched is designed to cover the Geography of three grades—Fourth, Fifth and Sixth. It may be divided between the Grades about as follows:

That which comes under the head of the Form and Surface of the Earth, and the local geography of the city, will suffice for the Sixth Grade.

The material needs of man—Food, Clothing and Shelter, will suffice for the Fifth Grade.

The Size of the Earth; the Composition of the Earth, Climate, and all that pertains to Race, Education, Government and Religion, will be enough for the work of the Fourth Grade.

Sketches of Maps, so far as required in the work of each Grade, should be carefully prepared.

This schedule will be found to embrace a large part of the Oral work of the Fourth, Fifth, Sixth and Seventh Grades—Metals and Minerals, Articles Eaten and Worn, Animals in their economic relations, Trades and Materials. These topics may be omitted from the places they now hold in the Course of Study.

GERMAN.

Instruction in the German language has been continued in all the schools into which it has been introduced. The Committee on German has spared no pains to make the instruction given systematic and thorough. The teachers selected have been of the very best character. The Board has shown a determination to make the study one of profit to the pupils; and the selection of Miss Shauer as Superintendent of Instruction in the German language was a wise step in the furtherance of their purpose. In conference with Miss Shauer and with the Committee on German, the following Course of Study has been prepared, with special reference to its adaptation to our English studies, running parallel with the English course in all essential features. The preparation of the Course has been the work of Miss Shauer in large measure.

COURSE OF STUDY IN GERMAN.

SEVENTH GRADE.

Conversation.—One daily lesson. Correct pronunciation and distinct articulation to be insisted on from the beginning.

Conversational exercises upon subjects very familiar and most interesting to the pupils, upon which they will be required to practice in expressing thoughts in complete sentences.

On account of the short time allotted to German in our schools, the Teacher will bear in mind that *language*, the power of expression, is to be the principal object at which she has to aim.

Reading.—Half of "*Erstes Buch fuer Schule und Haus.*" Review.
Easy words and sentences to be translated into English.
See Revised Course of Instruction, 1872, Sec. 9,
Page. 25.

Writing.—On double lines, only those letters occurring in reading matter. The Teacher's writing on the black-board must be in all cases correct.

SIXTH GRADE.

Conversational Exercises.—Construct and write sentences daily at home and commit to memory upon words given out by the Teacher—to be recited by the pupils, and corrected, if possible, by the class in the manner of conversational exercises.

Reading.—Complete "*Erstes Buch fuer Schule und Haus.*" Review.
Questioning on reading matter with especial reference to training in the use of language. See previous Grade.

Writing.—Copy Book No. I.

FIFTH GRADE.

Reading and Translation.—From "*Ahn's Rudiments,*" the 1st to 63d lesson inclusive. Review. The necessary explanations on the subject of each "exercise" should be given; the vocabularies, rules and paradigms are to be memorized, and a few sentences from the English into German translated daily at home.

Reading.—In the same book, pieces No. 4, 7, 8, 10, 1.

Writing.—Copy Book No. 3.

FOURTH GRADE.

Reading and Translation.—The remainder of "*Ahn's Rudiments*" to the 92d lesson inclusive. Review. Follow the same instruction of explanations and vocabulary as in previous Grade.

Reading.—Pieces No. 2, 3, 5, 6, 9.

Writing.—Copy Book No. 4.

THIRD GRADE.

Reading and Translation.—"Ahn's First Course," from 1st to 50th lesson inclusive. Review. Vocabulary, rules and

paradigms. Instructions the same as in preceding Grade.

Reading.—Pieces in the same Book, from 1st to 6th, pages 61 to 56 inclusive. Particular attention should be paid to fluency, emphasis, punctuation marks, in reading. Scholars shall be required to give intelligent explanation of the subject matter of the lesson.

Composition.—Punctuation. Special instruction in letter writing shall be given the pupils of this Grade, as to the manner of beginning and ending, with the date, paragraphs, dividing between syllables at the end of the line, folding, superscription, sealing, and address. Also narratives (*Erzaehlungen*) and descriptions of familiar processes of labor.

Writing.—Copy Book No. 5.

SECOND GRADE.

Reading and Translation.—“*Ahn's Course, Second Part,*” from 51st to 92d lesson inclusive. Review. All the grammatical instruction in the “Revised Course of Instruction” of each Grade will be particularly noted by the Teacher as applying, as far as applicable, to the corresponding Grades in German. Particular attention to be paid to irregular verbs, compound and derived nouns and gender; words of foreign origin.

Composition.—Subjects to be taken from the English Reader in that Grade.

Reading.—“*Storme's Select German Stories,*” from 20 to 40 pieces. Poems 1, 4, 6, to be memorized and recited before the class.

Writing.—Copy Book No. 6.

FIRST GRADE.

Reading and Translation.—“*Ahn's Third Part.*” Review. Grammatical references, note previous Grade. The same review, with the difference of the *German Grammar*. Instead of Milton, Pope, and others, as the “Re-

vised Course of Instruction" mentions, take pieces for parsing and analyzing from Schiller, Goethe, Uhland, Lessing and Auerbach.

Composition.—Special care in clearness of expression and avoidance of superfluous words. The Teacher reads a fable before the class, the pupils afterwards write the moral.

Reading.—"Storme's Select Stories," from 41 to 50 inclusive, and all of the poetry and German proverbs. Poems Nos. 2, 3, 9, to be memorized and recited before the class. Particular attention to be paid to the Appendix of *Storme's Reader*.

Writing.—Copying of compositions and translations.

HIGH SCHOOL.

The Report of the Committee is full, and is worthy of special study. A few facts of interest not noted therein are herewith submitted.

The thoroughness of mental discipline which has characterized the school for the past years is well maintained. The organization of the several departments is steadily improved. The addition of a working laboratory to the department of Chemistry has materially advanced the value of that department, and it has certainly increased the interest felt in the department. There is need of a small annual appropriation for the repair of apparatus, and for the purchase of new and improved means of illustration.

The term examinations have been continued with marked benefit. The grade of scholarship has been more nearly uniform than in some past years. The work of the High School Classes, that part of the

Junior Class taught outside of the High School building, has been more uniformly successful than in past years. These classes labor under some disadvantages, owing to the fact that there is no opportunity for departmental work, but each teacher must necessarily take up all branches taught during the year. But these disadvantages have been met by the earnest efforts of the teachers.

The changes in membership during the year by classes have been as follows :

The Senior Class, graduating June 26, 1874,
 enrolled during the year, . . . 20 Males and 45 Females,
 and graduated 18 Males and 42 Females.
 A loss of nearly 8 per cent.

The First Middle Class enrolled . . . 35 Males and 72 Females,
 and closed the year with . . . 29 Males and 54 Females.
 A loss of more than 22 per cent.

The Second Middle Class enrolled
 during the year, 84 Males and 98 Females,
 and numbered at the close, . . . 61 Males and 74 Females.
 A loss of nearly 26 per cent.

The Junior Class had an enrollment
 of 83 Males and 66 Females,
 enrolling at the close, . . . 57 Males and 49 Females.
 A loss of nearly 30 per cent.

The High School Classes, a part of
 the Junior Class, numbered — 58 Males and 183 Females,
 closed June 26, 1874, with — 37 Males and 132 Females.
 Losing nearly 30 per cent.

The average loss has been nearly 26 per cent., as compared with loss of about 25 per cent last year.

The above statements contain only the losses during the year, and do not show the changes that occurred during the vacation preceding the beginning of the year.

These changes are shown to be as follows :

For Senior Class, a loss of $1\frac{1}{2}$ per cent.
For First Middle Class, a loss of 13 per cent.
For Second Middle Class, a loss of $\frac{4}{10}$ of 1 per cent.
For Junior Classes, a loss of nearly 8 per cent.;

The whole number belonging to the High School, after the graduation of the class of 1873, and including those admitted by the examination of June 19, 1873, was 851. Of this number 783 (58 in the Normal School) presented themselves at the beginning of the year. The loss during the vacation and term time was a little more than 28 per cent. of the whole number. The greatest loss during term time occurs in the lowest class. This is doubtless due to the difficulties attending a new course of study, and to the lack of proper preparation, for it can be satisfactorily shown that the largest share of those falling out by the way is of those pupils who enter upon the lowest averages. The greatest change in vacation occurs at the close of the second year's course.

As at present organized, we have no opportunity for replenishing the waste of the year since we virtually have but one examination a year. A semi-annual examination would, I believe, prove beneficial

to the High School, and to the District Schools as well. It would not involve semi-annual graduation, for the varying capacity of pupils admitted would allow the more active an opportunity to shorten the course by six months, while it would afford to those needing a longer time six months additional study. Such an arrangement would make our work more flexible and accord more nearly with the work in our other schools. Classes would be found to suit the need of those who, by reason of ill-health, must lose a few months at any time during the course. A careful analysis of the statistics convinces me that only the first two years of our course would be affected by such a change as is proposed, and even then no increase in the number of classes would be necessary, unless the number of pupils admitted were increased. Such a change would materially help the plan of term examinations entered upon two years ago.

We have many pupils in our District Schools who might enter the High School six months earlier than they now do, and thus gain time. We have some others who would be profited by six months additional District School drill, but who are urged along, or almost dragged along, because they do not feel that they can spend another year in the District Schools.

Then, again, the annual examination for admission to the High School determines largely the pro-

motions in grade as far back as the Third Grade. Pupils who can not be ready in one year or two years are kept back and discouraged. To such the additional six months would be of great value.

The plan of examination for admission to the High School is essentially changed. Two days were spent instead of one day as heretofore, and the larger part of the examination was conducted at the several school buildings. The examination in reading, writing and drawing occupied the time of the Superintendent, the Assistant Superintendent, and the High School Teacher of Drawing for nearly a week.

The questions presented for written examination, were as follows :

GEOGRAPHY AND HISTORY.

(Time for both subjects—three hours.)

The pupil may divide the time to suit himself as between the two topics, but the paper on Geography must be completed and passed in before the work on History is commenced.

N. B.—The questions on this paper are double questions. The pupil may select the part of each question he will attempt to answer, but he must not write upon both parts of the same question, for credit will be given only for one part.

GEOGRAPHY.

1. What causes the change of seasons?
What causes a difference in time at different points upon the same parallel of latitude?
2. Name and describe three large river basins in North America.
Name and describe three mountain ranges of North America.
3. Name and locate five prominent capes on the Western Continent.

Name and locate five gulfs or bays on the Eastern Continent.

4. Name two isthmuses—the countries joined and the waters separated by each.

Name three straits—the countries separated and the waters joined by each.

5. Name and describe the longest river in each of the Grand Divisions of the Globe.

Name and locate the highest mountain peak in each of the Grand Divisions of the Globe.

6. How is silk produced, and what countries are largely concerned in its production and manufacture?

From what is leather manufactured, and to what countries are we most indebted for the material out of which it is made?

7. Name those States of the Union which have the same large river as their entire or partial Eastern or Western boundary.

Name the States of the Union which have a seaport.

8. Name and locate the prominent commercial city of each Grand Division of the Globe.

Name and locate one large manufacturing city in the United States, one in England and one in Asia.

9. Name the principal agricultural productions of Illinois, of Michigan, of England, of China, of Russia.

Name the principal articles manufactured in Massachusetts, in France, in Spain, in Ireland, in Louisiana.

10. Trace a water route from Chicago to Yeddo, naming the waters passed over, and the principal islands on the route.
Trace a land route from Chicago to Portland, Maine, naming the railways used and the States passed through.

HISTORY.

1. Number of voyages made by Columbus, and the parts of North America discovered by him.

Number of voyages made by the Cabots, (John and Sebastian), and the parts of North America discovered by them.

2. Names of Spanish discoverers.

Portions of the country discovered by the French.

3. What parts of the present United States have at some time been in possession of the Spanish?
What parts of the present United States were purchased from the French?
4. Circumstances attending the banishment of Roger Williams.
Causes of the French and Indian War.
5. Number of the signers of the Declaration of Independence, and its author.
Place and time of the assembling of the first Continental Congress.
6. Principal battles of the Revolution fought upon New Jersey soil.
What cities were held by the British forces, for a longer or shorter time, during the Revolution?
7. Name the place and the time of the first bloodshed of the Revolution.
Name the place and the time of the closing act of the Revolution.
8. Events with which General Hull was most prominently connected during the war of 1812.
Events with which General Jackson was most prominently connected during the war of 1812, and just after its close.
9. Cause and result of the Mexican war.
Indian Wars in which the United States have been engaged.
10. Name five prominent military men who have held important civil offices, naming the offices, and the length of service.
Name three men who have been conspicuous in the history of this country, and who have died since the last Presidential election, giving the peculiar work of each.

MATHEMATICS.

(Time for this paper—two hours.)

THEORY.

1. Define *Addition, Minuend, Multiplicand, Quotient, Partial Product.*
2. To what operation in Fractions is the rule for finding the Greatest Common Divisor applicable: To what the rule for finding the Least Common Multiple?

3. Define *Interest*, *Brokerage*, and state the difference between *Simple Interest* and *Compound Interest*.

4. In *Linear* or *Long Measure*, how many and what dimensions are required? How many and what in *Square Measure*? How many and what in *Cubic Measure*?

5. Name four different figures that may be constructed in the use of four lines each, and draw the figures.

PROBLEMS.

1. The factors of the numerator of a fraction are, 12, 18, 15, 10 and 3; the factors of the denominator are 30, 45, 8, 9 and 7. Find by cancellation the value of the fraction in its lowest terms.

2. A man owning $\frac{3}{4}$ of a farm sold $\frac{1}{2}$ of his share to one son, and $\frac{2}{3}$ of the remainder of his share to another son; what he retained was worth \$875. What was the value of the whole farm?

3. Thomas George sold to James Johns the following goods: 30 yards Cotton Flannel at $18\frac{3}{4}$ cts. per yard, 16 yards Calico at 9 cts. per yard, 8 $\frac{1}{2}$ yards Linen at $62\frac{1}{2}$ cts. per yard, 5 yards Broadcloth at \$3.75 per yard, and 12 yards Edging at $37\frac{1}{2}$ cts. per yard. Make out a bill for the same in proper form, bearing date June 19, 1874.

4. Write full analysis of the following:

A man purchased wheat at \$1.25 per bushel, and sold the same at a profit of 20 per cent., making \$50 by the transaction. How many bushels did he buy?

5. Reduce to simplest form $\frac{37.05 \times .125}{\frac{1}{4} \text{ of } 96.24}$

6. Find the present value (June 18, 1874), of the note given below:

\$500. CHICAGO, December 3, 1870,
Five years after date I promise to pay to the order
of William Hoe, the sum of Five Hundred Dollars,
with interest at the rate of ten per cent. per annum.
Value Received. DAVID ROE.

The following endorsements appear upon the note:

April 10, 1872, \$100.

October 25, 1873, \$100.

7. When gold is at a premium of $11\frac{1}{2}$, I have an indebtedness

in gold of \$2,756. How much currency will it require to pay the debt?

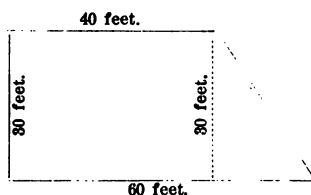
8. Ten men working 15 days, 8 hours a day, dig a ditch 600 feet long, 6 feet wide and 8 feet deep. How many hours per day must 8 men work to dig a ditch 400 feet long, 8 feet wide and 10 feet deep, in 20 days?

9. A man insures his store, valued at \$18,000, at $\frac{3}{4}$ of 1 per cent., and his stock, valued at \$27,000, at $1\frac{1}{2}$ per cent. By fire his store is destroyed together with half his stock, after an insurance of ten years. His losses were fully paid. What per cent. of the amount received from the Insurance Companies was the total sum of his premiums?

10. Write a full analysis of the following :

Three men engage in trade, putting in money in the proportion of 3, 5 and 7. They make \$3,000. What is each man's share of the profits?

11. I have a floor of the following shape and dimensions :



How many yards of carpeting, which is one yard wide, will it require to cover the floor?

LANGUAGE AND MISCELLANEOUS.

(Time for both subjects—two hours.)

To be divided as each pupil may prefer, between the two topics. *Language* will be taken first, and the paper passed in before writing upon the other topic is commenced.

LANGUAGE.

1. *Parts of Speech*—the name and office of each.
2. Give a synopsis of the tenses of the indicative mode of the verb *To write*, using with each tense a different pronoun.
3. From the word *Scribe* as a root, form two derivatives by the use of prefixes, two derivatives by the use of suffixes, and one

derivative by the use of both prefix and suffix, and give the meaning of each of the five derivatives.

4. Analyze—

“Through the door-way flowed the sunshine
In a flood of molten gold;
Like a cataract of glory
Down the rifted clouds it rolled.”

5. In the above stanza find all the words that modify nouns, and parse the same.

(Spelling will be marked upon the answers to Nos. 6, 9 and 10.)

6. Construct three sentences which shall illustrate three different classes of sentences, specifying the kind of each.

7. Give three rules for spelling words formed by the addition of suffixes, and an illustration of each.

8. Put into verse form the following:

“When the calls of duty haunt us, and the present seems to be all the time that ever mortals snatch from dark eternity; then a fairy hand seems painting pictures on a distant sky; for a cunning little artist is the fairy By-and-By.”

(Spelling will be marked upon the answers to Nos. 6, 9 and 10.)

9. Construct a sentence that shall contain a transitive verb in the future tense, having a proper noun for its object, and a personal pronoun as its subject.

(Spelling will be marked upon the answers to Nos. 6, 9 and 10.)

10. Write a note declining an invitation to an evening party, assigning as a reason the fact that it will interfere seriously with your studies, addressing the note to Mrs. Smith, residing at No. 3756 Ninetieth Street.

MISCELLANEOUS.

1. What proof can you bring of the pressure of air?
2. How does the blood circulate in the human system?
3. Advantages of personal cleanliness.
4. How does the eye of the cat differ from the eye of man?
5. Select one of the names given below (and only one). Tell what you know of the person whose name you select, and give the title of something written by him.

Charles Dickens, Daniel DeFoe, William C. Bryant, William Wirt, Nathaniel Hawthorne.

6. Give the length of a sixteenth note in $\frac{3}{4}$ time. Name the accented parts in $\frac{3}{4}$ and $\frac{6}{8}$ measure.

7. Write on the Staff the following exercise in the key of A minor (quarter notes): 1, 3 | 2, 4 | 6, 7 | 8, 5 ||

8. Write on the Staff the following exercise in key of A flat (quarter notes): 2, sharp 4, 5, 8 | Flat 7, 6, 7, 8||

9. Make and name five characters that indicate LENGTH of tones, and make and define five characters that indicate EXPRESSION or POWER of tones.

10. Which of your studies please you most, and what is the ground of your choice?

The table of results has been carefully prepared by the Assistant Superintendent, and the same is herewith presented :

SCHOOLS.	Number Examined.	Theory.	Problems.	Geography.	Language.	History.	Miscellan- eous.	Drawing.	Reading.	Spelling.	Writing.	General Average.
Jones.....	* 7	84.7	70.3	81.3	80.4	73.1	57.1	65.0	95.3	95.7	80.0	78.3
Scammon.....	10	79.9	72.1	94.1	82.1	86.0	56.8	81.3	93.8	98.1	87.2	83.1
Kinzie	*18	77.2	61.7	81.2	70.3	73.5	54.5	81.4	91.7	93.9	84.7	77.0
Franklin	13	79.6	63.2	92.8	84.5	87.5	53.6	80.6	94.3	99.6	88.8	84.3
Washington....	25	83.0	71.5	88.4	85.1	84.3	68.4	91.2	96.8	97.4	86.4	85.3
Moseley.....	20	80.4	67.7	88.9	85.1	78.0	63.7	83.0	91.8	96.6	77.9	81.3
Brown.....	63	84.5	66.9	90.6	79.6	77.3	68.0	80.3	93.3	97.3	81.5	81.9
Foster.....	23	86.9	62.9	89.5	85.9	78.6	68.5	82.3	91.9	97.0	80.4	82.4
Ogden.....	21	84.4	54.9	86.7	80.8	72.6	66.1	81.0	94.7	97.1	79.5	79.8
Newberry.....	9	78.9	55.8	84.8	80.2	76.9	61.4	68.9	94.1	94.4	78.3	77.4
Wells.....	18	80.2	60.6	86.7	77.7	75.9	67.3	84.7	86.7	95.8	79.7	80.0
Skinner.....	43	87.2	73.8	91.0	87.7	77.9	72.0	82.8	92.3	96.9	82.3	84.4
Haven.....	34	73.1	68.3	87.6	81.0	81.7	64.7	78.5	96.3	96.5	79.1	80.7
Cottage Grove	19	78.0	63.1	90.5	81.1	76.7	62.9	85.8	95.5	96.6	81.1	81.1
Holden.....	17	81.9	50.4	88.7	85.2	73.6	62.0	89.5	94.2	93.8	73.8	79.2
Dore.....	20	85.7	65.8	91.0	85.4	75.2	68.8	86.5	96.1	98.8	82.8	83.6
Hayes.....	34	85.0	72.7	93.3	86.9	88.0	78.5	87.7	97.2	97.8	86.2	87.1
Clarke.....	19	87.5	69.9	87.5	83.4	71.5	58.1	75.8	96.5	96.8	81.3	80.8
Douglas.....	19	81.9	68.3	91.3	79.2	70.6	67.1	84.6	90.6	96.8	84.7	81.5
Lincoln.....	*25	81.8	66.0	90.4	77.2	71.4	61.0	72.8	93.4	97.8	84.8	79.7
	472	82.5	66.4	89.4	82.3	78.0	65.9	82.2	94.0	96.9	82.1	82.0

* Number admitted, one less.

NORMAL SCHOOL.

The Report of the Committee, found in another place, is ample.

The number of candidates for admission to the Normal School increases quite rapidly. It is time to consider the propriety of such a modification of our Course of Study as shall make our work less academic and more professional. While I agree to the proposition that more is learned from seeing a thing done than from being told how it should be done, more from the experience of good methods as practised upon ourselves than from the detailed study of methods, and hence study and recitation must have an important place in every Normal School course, still I am satisfied that other schools may be relied upon largely for this part of the work, and that the Normal School, as a part of a system of schools, should devote itself mainly to professional training. It is because of this lack of pure professional training of teachers of other schools, that the Normal School must take up the academic work and show *in* teaching *how* to teach. "The good time coming" is when the Normal student shall be left to the study of the elements of influence, of moods, physical, mental and moral, in their relation to each other. Such study embraces within its scope all kinds of personal culture—the control of muscles, insuring easy and graceful carriage—the control of nerves, precluding

irritability in word, or look, or action—the control of mental powers, that all may work in harmony, each in its appropriate sphere—the control of language, which is the vehicle of thought—the control of appetites and passions, which too often run riot with the reason and make wreck of the body—the control of spirit, which makes one charitable, tender, patient, loving, earnest, and which insures the love and the work of others—in a word, complete self-control. To this end knowledge is absolutely essential, and the knowing the proper use of knowledge is most essential. Other schools furnish the *means* of culture. The Normal School should see that they are *means at command*.

Learning what *others have done* is well, but it is better to learn what one *can do*. No Normal School realizes more nearly my ideal than the Chicago Normal School, with its School of Practice and Observation. But it needs a fuller equipment, so that the facilities for self-knowledge may be more abundant. Classes should be sub-divided, so that pupils may have more practice in the art of teaching, under the criticism of the Principal. The election of another teacher at the annual election is a step toward this end.

The questions submitted to candidates for admission to the Normal School upon the 19th of Dec.,

1873, will be found in the report of the Committee on the Normal School. Twenty were admitted.

The questions used June 17, 1874, are also to be found in the report of the Committee. Eighty-seven were examined and seventy-five were admitted.

ANNUAL EXAMINATION.

This occurred upon the 16th of April, 1874, and was conducted according to the plan given below :

SPECIAL INSTRUCTIONS TO PRINCIPALS.

1. Every pupil in the Third and Fourth Grades will be examined. No helps nor communication permitted.
2. Classes that have been in the Grade since September 1, 1873, or that entered the Grade previous to that time, will be examined upon Sections III. and IV. of each topic—questions numbered from 11 to 20 inclusive.
3. Classes that have been promoted to the Grade since March 16, 1874, will be examined upon Sections I. and II. in each topic—questions numbered from 1 to 10 inclusive.
4. All other classes not included in the above items will be examined upon Sections II. and III. of each topic—questions numbered from 6 to 15 inclusive.
5. Every pupil must be examined with the class to which he belonged March 30, 1874.
6. A list of names of pupils for each class, arranged alphabetically, will be prepared in ink upon blanks furnished, and will be sent to the office with the papers returned.
7. The other blanks furnished will also be filled and returned with the papers.
8. The time allotted to each topic is *one hour and thirty minutes*.
9. The examination will be conducted under the direction of the Principal of the School. *No teacher will be present in the room of her division during the time of the examination.* A complete change of teachers will be made.
10. Each Principal may suit himself as to order of topics, giving only the time allotted to each topic, and closing by 1 o'clock P. M. A recess may be given between topics. *The same order of topics must be observed throughout the school.*
11. The papers at the expiration of the time allotted each topic will be taken up and placed in the bands furnished, care

being taken to keep the papers of each class separate; the blanks upon the bands will be filled, and the list of names required will be enclosed.

12. The papers will all be returned to the office of the Board of Education as soon as possible after 1 o'clock P. M., of the day of examination.

13. If in any division examined there are classes not in the grades examined, such classes may be dismissed for the day. The pupils examined, and their teachers, will be excused for the afternoon.

14. Principals will please report any infringement of the requirements made of pupils, and will carefully observe all the requirements made above.

Please return questions not used.

Respectfully,

J. L. PICKARD,

Sup't Schools.

The questions presented were as follows :

ARITHMETIC.

FOURTH GRADE.

SECTION I.

1. Add : seventy thousand seventy; two hundred ten thousand four hundred fifty; nine thousand one; fifty million six hundred thousand four hundred forty-four; two hundred sixty-three million five.

2. $(70564 + 321076 + 536210098 + 79 + 384 + 6485 + 943621) - (376452 + 24790061 + 386 + 9 + 4008 + 77777) =$

3. $(\frac{1}{8} \text{ of } 7564216) - (\frac{1}{12} \text{ of } 8120436) \times (\frac{1}{7} \text{ of } 1778) =$

4. $784632105 \div 12000 =$

5. Analyze: How much will a man earn in 9 weeks and 5 days, if he works 10 hours a day, and gets 50 cents an hour? (Count 6 working days in a week).

SECTION II.

6. In $8\frac{3}{4}$ how many fourths? In $\frac{5}{8}$ how many fifty-fourths?

7. A man who had \$10 bought 5 lbs. 3 oz. of tea at 8 cts. an ounce, and 2 pecks 5 quarts of cherries at 10 cts. a quart; how much money had he left?

8. Analyze: If 4 men can lay a wall in 12 days, in how many days can 11 men lay it?

9. A, B, C and D wish to buy coal; A and B each furnish \$2500, C furnishes as much as both A and B, and D furnishes as much as the other three; how much coal at \$8 a ton can they buy?

10. If \$7560 be divided so that A shall receive \$175 more than one-third of it, B \$1250 less than one-half of it, and D the remainder, how much will each receive?

SECTION III.

11. Why do we begin at the right in adding, subtracting and multiplying, but at the left in dividing?

12. From the sum of thirty-six million five, one hundred five thousand seven hundred one, nine million nine thousand ninety, subtract the sum of eighty-four thousand seven hundred fifty-six, fifteen million forty-five thousand eleven, seven hundred four thousand, eight million eighty-eight, and divide the remainder by the number of days in a year.

13. The Intermediate Reader contains 264 pages; if there are 33 lines on each page, and 9 words in each line, how many words are there in the book? In how many hours could you read it aloud, if you read 150 words each minute?

14. A farmer sold a grocer 20 pounds of butter at 15 cts. a pound, 18 doz. eggs at 12 cts. a dozen, 9 bushels of potatoes at 30 cts. a bushel, and received in payment 25 pounds of sugar at 14 cts. a pound, and the remainder in rice at 9 cts. a pound; how many pounds of rice did he get?

15. Analyze: If you buy one book each month for the next 9 years, how many books will you have, and how much will they cost at \$1.25 each?

SECTION IV.

16. Give two ways of changing the form of a fraction without changing its value, and explain, in each case, why the value is not changed.

17. Analyze: A spent $\frac{3}{8}$ of his money for clothes, $\frac{1}{8}$ of it for a hat, $\frac{1}{4}$ of it for boots, and had \$25 left; how much had he at first?

18. Multiply $\frac{7}{8}$ of $\frac{5}{9}$ of $\frac{11}{16}$ by $\frac{4}{21}$ of $\frac{27}{4}$, making the operation as short as possible.

19. What is the difference between the sum of $\frac{3}{8}$, $\frac{3}{4}$, $\frac{5}{6}$, and the sum of $\frac{7}{8}$, $\frac{8}{9}$, $\frac{5}{12}$?

20. A merchant has goods worth \$15,000, and notes worth $\frac{1}{2}$ as much; he owes one man \$3756.50, another \$1594.85, another \$157.12; how much is he really worth?

ARITHMETIC.

THIRD GRADE.

SECTION I.

(Same as Section III. in Fourth Grade.)

SECTION II.

(Same as Section IV. in Fourth Grade.)

SECTION III.

11. How many boards, each 15 in. wide, will lay a walk $\frac{1}{2}$ mile long?

12. A speculator bought in Chicago 50,000 bushels corn at 58 cts. a bushel; he paid $7\frac{1}{2}$ cts. a bushel freight, and $\frac{1}{2}$ ct. a bushel insurance, to Buffalo, where he sold the corn at 70 cts. a bushel; what was the profit on the transaction?

13. Reduce $\frac{3}{8}$, $\frac{7}{24}$, $\frac{11}{40}$, $\frac{3}{128}$, $\frac{27}{1000}$ to decimals and add the results.

14. How is the value of a decimal affected by removing the decimal point one place to the right? One place to the left? Explain in each case.

15. Analyze: If 5 men dig a ditch 150 feet long in 10 days, in how many days can 12 men dig a ditch 600 feet long?

SECTION IV.

16. $(3145.06 \times 9.37) - (120.924064 \div 17.266) + .00075 \div .5 =$

17. If 750 acres, 3 roods, 24 sq. rods of ground be divided equally between 8 men, what is the value of each man's share, at \$1.25 per sq. rod?

19. How much greater is the interest of \$750.25 for 2 years, 4 months, 15 days, at 8 per cent. per annum, than the interest of \$570.52 for $2\frac{2}{3}$ years, at 9 per cent. per annum?

19. A man bought a lot for \$3500, and built a house upon it that cost $2\frac{1}{2}$ times as much as the lot; how much rent per month must he get for the property to pay interest on its cost, at 10 per cent. per annum?

20. Define *Number, Fraction, Reduction, Commission, Interest.*

LANGUAGE.

FOURTH GRADE.

SECTION I.

1. Place in one column all the nouns in the singular number and the singular forms of all the nouns in the plural number of the list below—and in another column all the nouns in the plural number and the plural forms of the nouns in the singular number: *Church, Man, Geese, Child, Mice, Penny, Dice, Foot, Ox, Money.*

2. George is *tall, handsome and intelligent.* James has the same qualities in a higher degree. Thomas surpasses both James and George in these respects.

Put the facts given you into three sentences, each containing some form of each of the italicized words.

3. Express by a sentence containing a noun in the possessive case this fact: "*John owned the book which I found.*"

4. Construct a sentence containing a proper noun in the nominative case, and a common noun in the objective case.

5. Change to an interrogative sentence the following: "This examination is very hard." Construct a negative sentence containing all the words of the sentence given you, and as few additional words as possible. What do you call the sentence given you?

SECTION II.

(*Spelling to be marked upon the writing in this Section.*)

6.
 - I. *It will rain to-morrow.*
 - II. *The bird sang sweetly.*
 - III. *Boys play marbles funnily.*

Name the tense of each verb.

Change the tense of I. to that of III.

Change the tense of II. to that of I.

Change the tense of III. to that of II.

Change in each case the adverb, if necessary to do so.

7. Name the subjects and the predicates of the italicized sentences in Question 6.

8. Name three personal pronouns that are in the masculine gender; two personal pronouns that are in the feminine gender; one personal pronoun that is in the neuter gender—and construct a sentence that shall contain one pronoun of each gender.

9. Write a sentence containing a verb in the present tense modified by one word; also a sentence containing a verb in the future tense, the subject being modified by one word.

10. Construct a sentence that shall contain as a quotation from your mother the words: "*My child, you must not be disobedient to your teacher.*"

SECTION III.

11. Write a description of your school-house by answering the following questions:

Of what material is it built? What is its size? How many stories has it in height? How many school-rooms does it contain? What streets bound the block upon which it stands?

12. *May dislikes work. Thomas helps his father. The horse draws a carriage. My teacher enjoys labor.*

Point out the subject, the predicate, and the object of each of the above sentences.

13. Add to each of the sentences in Question 12 one word modifying the subject, one word modifying the predicate, and one word modifying the object, and write out in full the sentences you construct.

14. Change the tense of the verb in each of first and second sentences of Question 12. Change to the passive voice the verb in each of the third and fourth sentences, and do not change the sense.

15. Give the verb *study* in all the tenses of the indicative mode with the pronoun *I*.

SECTION IV.

(*Spelling to be marked upon the writing in this Section.*)

16. Construct three sentences—introducing into the first an *adjective*, and mark the adjective with its proper abbreviation—into the second a *conjunction*, marked with its proper abbreviation

—and into the third a *preposition*, marked with its proper abbreviation.

17. Punctuate properly the following:

The dew was falling fast

The stars began to blink

I heard a voice it said

Drink pretty creature drink

18. State some fact using an intransitive verb. Some other fact in the use of a transitive verb.

19. Separate the prefixes and define the following words:

Misrule, Subscribe, Hemisphere, Antedate, Adjoin.

20. Separate the suffixes and define the following words:

Thankful, Sweetish, Heroine, Foxes, Leaflet.

LANGUAGE.

THIRD GRADE.

SECTION I.

(Same as Section III. in Fourth Grade.)

SECTION II.

(Same as Section IV. in Fourth Grade.)

SECTION III.

11. *James Thomas assists his father.*

Expand this sentence by the use of a phrase modifier of the verb. Parse all the nouns and the pronouns in the same.

12. Give all the participles of the verb *study*, telling which are in the active voice and which are in the passive voice.

13. What auxiliary is used in the formation

Of the future tense, indicative mode?

Of the past perfect tense, indicative mode?

Of the present tense, potential mode?

Of the past tense, potential mode?

14. *William earned three dollars for his mother.*

Parse all the nouns in the objective case:

15. Construct a sentence containing a subject modified by a phrase, a verb modified by a word, and an object unmodified.

SECTION IV.

(Spelling will be marked upon the writing in this Section.)

16. Name all the "Parts of Speech," and define each.
17. Analyze: *William Penn, the founder of Philadelphia, always treated the Indians with justice and kindness.*
Name the parts of speech. How many are there of each?
18. Construct a sentence similar to the sentence in Question 17, using entirely different words except the words *the, of, and and.*
19. Define the following words, and point out the prefixes and the suffixes:
Extraordinary, Organist, Musical, Contradict, Expensive, Overdone, Readable, Archbishop, Forewarn, Juvenile.
20. Write to the Principal of your school a letter of inquiry as to what books you will need in the next grade. Fold, place in an envelope and superscribe the same, but do not seal it.

The results are given in the following table :

EXAMINATION OF THIRD AND FOURTH GRADES—APRIL 16, 1874.

SCHOOLS.	THIRD GRADE. *					FOURTH GRADE.					BOTH GRADES COMBINED.				
	Arithmetic.	Language.	Spelling.	Appearance.	General Average.	Arithmetic.	Language.	Spelling.	Appearance.	General Average.	Arithmetic.	Language.	Spelling.	Appearance.	General Average.
Jones	38.7	55.3	93.9	76.9	66.1	51.5	61.3	91.9	82.6	68.9	47.3	61.4	94.5	80.7	65.4
Scammon	61.9	77.5	93.6	90.7	78.4	60.6	79.3	98.9	78.8	76.2	61.4	57.9	98.1	82.0	76.9
Kinsie	46.1	52.4	91.7	86.4	66.4	57.0	61.2	96.5	85.0	70.3	51.9	56.8	97.6	85.7	78.4
Franklin	42.3	55.6	94.7	83.7	65.7	39.9	67.2	99.2	73.7	64.1	41.4	66.8	94.6	79.1	65.6
Washington	43.1	61.5	95.6	88.1	66.2	54.5	77.5	95.6	80.9	73.4	48.9	70.9	95.6	84.5	71.3
Moseley	54.3	68.9	96.3	85.1	71.5	40.7	66.8	95.7	80.3	65.4	45.9	67.6	96.5	82.0	67.6
Brown	50.9	63.9	95.2	77.6	67.1	47.0	57.3	92.5	73.4	62.4	49.8	62.2	94.4	76.4	65.7
Foster	52.4	74.4	95.3	81.2	71.9	53.4	64.2	94.7	76.6	67.6	52.9	69.3	95.0	78.1	60.6
Ogden	40.8	62.6	94.7	80.1	63.6	43.4	71.0	95.3	74.4	66.4	42.3	67.4	95.0	76.1	65.2
Newberry	35.1	50.9	97.4	78.8	58.1	54.7	70.0	91.1	72.4	69.3	47.5	63.0	95.3	74.7	65.2
Wells	53.2	61.9	95.7	76.8	67.2	46.8	61.3	93.8	79.4	64.9	57.0	61.6	94.8	77.9	66.1
Skinner	55.0	68.3	97.4	81.8	72.1	61.5	74.8	95.0	75.7	74.0	59.4	74.1	95.8	77.3	73.4
Haven	34.3	49.6	93.2	68.5	54.9	48.9	73.2	96.8	72.8	65.1	49.7	64.8	96.7	78.3	67.2
Cottage Grove	53.7	76.7	94.3	86.2	73.5	64.2	64.1	97.5	75.0	68.3	42.5	62.9	95.5	71.3	63.6
Holstein	28.8	53.5	93.8	87.5	57.6	61.1	71.9	97.8	72.2	71.8	58.5	66.2	95.7	81.0	72.6
Dore	40.5	71.0	97.0	87.0	63.0	46.4	78.9	95.6	80.3	71.7	51.2	70.9	96.8	76.9	67.5
Hayes	36.9	62.0	97.6	80.2	62.6	40.3	65.1	95.3	79.1	64.2	43.3	74.7	96.8	83.9	69.5
Clarke	59.2	71.0	96.3	82.2	73.2	57.5	68.5	95.2	76.8	70.9	53.8	66.6	96.5	79.8	70.6
Douglas	49.4	63.4	93.9	70.1	65.1	42.1	69.2	96.2	85.3	69.8	54.5	70.9	97.2	74.1	72.1
Lincoln	62.3	72.9	93.3	84.0	74.8	49.4	64.2	96.7	78.5	65.0	46.7	64.6	96.7	79.3	66.4
Carpenter	52.5	65.1	95.7	80.7	68.8	43.2	64.8	95.9	77.7	63.1	39.6	61.1	93.8	78.2	62.7
Burr	48.8	54.4	93.9	79.5	63.3	35.8	57.1	99.7	84.6	65.4	50.4	57.1	92.7	84.6	65.4
King	36.0	66.0	92.0	90.0	64.0	51.0	56.0	94.3	81.8	65.1	49.3	57.3	93.8	82.9	64.9
Lawdale	36.0	66.0	92.0	90.0	64.0	43.0	74.7	96.7	71.7	67.3	43.0	74.7	96.7	71.7	67.3
Blue Island Avenue	36.0	66.0	92.0	90.0	64.0	43.0	74.7	96.7	71.7	67.3	43.0	74.7	96.7	71.7	67.3


While upon this matter of examinations, I gladly present the following quotations from an essay read before the Society of School Principals, July 7, 1874, by Mr. Hanford, the Assistant Superintendent of Schools. The quotations made, as well as the whole essay, express the truest sentiments in the best manner :

"The child is the unit of consideration. His interests are paramount." * * "All questions of school polity, whether they pertain to instruction or to discipline, can be rightfully determined only by placing the child in the foreground, and by subordinating the State, the family, and the teacher. The teacher is at the foot of the list of interested parties, and the fact is worthy of notice, because so many teachers plan and execute as if the schools were made for them, and not they for the schools." * * * "*All* interests are best subserved when the real interests of the child are best subserved."

In speaking of methods of examination, oral and written, he says :

"The exclusive use of either is not expedient. A judicious combination of both is most satisfactory. The oral is needed to make proper note of quickness of apprehension, of retentiveness of memory, of fluency in reply, and of personal bearing; the written, to bring out the value of sober second thought, neatness and orderly arrangement, power of condensation, and general facility in composition."

There is, it is feared, a tendency in our schools to too much reliance upon written examinations. These should be supplemented by oral examinations, so that the fullest opportunity may be given each pupil for the statement of what he knows. This plan is prac-



tised in the examination of candidates for teachers' positions, and with excellent results.

CO-EDUCATION.

No subject is more widely discussed, at the present time, than that of co-education of the sexes. Its physiological as well as its psychological bearings are receiving the earnest attention of the best minds. No discussion that has fallen under my observation surpasses that presented in the last Report of the St. Louis Public Schools, by W. T. Harris, their able Superintendent. "In the social movement that underlies our civilization," rather than in "the sentimentalism incident to the epoch," Mr. Harris finds the ground for "the demand of woman for equal advantages in education with man;" and he sums up his argument in the following words:

"There seem to be three epochs in education, derived from the changing status of the sexes toward each other, as determined by vocation.

"1. There was the condition of women in the savage state, where division of labor within civil society existed only in germ, and the functions of family nurture, and of providing food and clothing and shelter—the sphere of productive interests and civil society—belonged to woman. Man gave his whole attention to defense—the province of the State and the police function. He also hunted in the forests for a supply of meat. Hunting was partly industry, partly defense from wild animals.

"2. Out of the savage state rises the epoch wherein civil society becomes fully developed—the era of productive industry and division of labor. The nation takes the place of the tribe, and frees man from perpetual police service. He settles into produc-

tive industry, and, as he occupies civil society, woman retires within the family. * * * The labor within the family is as diversified as in civil society, and could be improved in skill by division of labor; but it does not admit of division of labor to the same extent. The woman prepared for the life of the family would therefore seem to need an education which would give her versatility, while the man should have an education which would fit him for infinite concentration upon one thing. The girl should be educated to stand alone, and to work at the confusing variety of tasks in the family. But the boy should learn to work in combination with others; to subordinate himself as a member of an organization. * * *

"3. But this phase of civilization is not the highest and final one. Out of the extreme division of labor arises the possibility of machinery. When labor is divided so minutely that each branch of it consists in a simple movement of the hand, arm or body, the human intellect contrives a cunning mechanism, and harnesses some natural power to it, perhaps water-power or steam-power, and straightway he becomes from a mere manual laborer—a supervisor. * * * The human being becoming more and more powerful, again physical force is less and less needed in the supervision of the machines. Versatility and agility come more and more into play. The female is needed again in the industries, and she comes back to tend the power-loom and to make Waltham or Elgin watches. In the third and highest period of industrial development, therefore, where physical strength is less and less in demand, and alertness more and more in demand, woman's sphere comes to be common with that of man, and she needs an education in the sciences, arts and accomplishments, necessary to the man. Besides this, the realm of productive industry, and division of labor, aided by labor-saving machines, encroaches upon the domain of special labor confined within the limits of the family. * * * To enter into the spheres of productive industry opening for her; to assume the place of director in the management of the family economy now offered her in exchange for that of drudge; to fill the sphere of teacher in the school; to enter into the literary domain recently conquered by such writers of social novels as George Eliot and George Sand; or into the

art domain of music and the drama, conquered long since ; all these conspire to demand for woman discipline, insight and information studies such as are necessary to initiate man into the conventionalities of intelligence. The demand for the same course of study is paramount ; that for co-education subordinate, although of considerable importance."

While Mr. Harris makes the question of co-education *subordinate*, he stoutly maintains its feasibility, and says :

"My observations had led me to endorse the statement of Richter—'to insure modesty I would advise the education of the sexes together ; for two boys will preserve twelve girls, or two girls twelve boys, innocent amidst winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are.' "

The question of a healthy moral tone maintained in mixed schools must be met rather by fact than by theory. An experience of more than thirty years in teaching and superintending mixed schools has furnished far less occasion for fear of injury to the moral tone of either sex, and of course to that of society as a whole, than was furnished me within the limits of an ordinary college course to which young men only were admitted.

Acquaintance through actual observation, especially where that observation lies in the line of intellectual peculiarities, has decided advantage over that acquired through casual meetings in society, in which the externals are prominent, and

where too often a dazzling and delusive gloss hides the real character. Earnest contests for superiority in the class-room beget sincere respect for the real worth of an opponent, especially when difference of sex secures habitual courtesy. To know one's habit of thought, and one's grasp of intellect, and to feel the stimulus of a generous rivalry in that which exercises the brain—is worth more in forming an estimate of character than to witness taste displayed in dress, grace in motion, brilliancy in conversation, and the general accomplishments which become society manners. The home life of the future years will depend upon what the men and the women who are to make the homes, *are*. In the years of training each sex will strive to become just what each thinks the other to be. False estimates will eventuate in sad disappointments.

The books either sex will read when educated apart, are far different from those they would read together, and the impressions either gains from the books alone are wide of the real truth as revealed in the life of the other as it becomes better known through more intimate acquaintance.

It is best that this acquaintance be formed upon a plane higher than that occupied by society as it is termed, the plane of thought. To this end the schools are the best places for forming mutual acquaintance.

It is good for the boys that they receive the refining influence of the girls ; but will not the girls suffer from contact with coarse, often vulgar, boys ? Is not the atmosphere of the public school redolent with coarse and impure thought ? Such questions are asked, I believe honestly, by many who would gladly have their children under none but the most refining influences. My answer is : It may be so, but not to a greater extent than is found in association with domestic servants, with children of the neighborhood. There are scattered through every society those whose tastes are low, whose language is unchaste, whose habits are corrupting, and with whom we must come in contact to a greater or less degree ; but I most stoutly deny that the public school has an undue proportion of such. On the contrary, it can be maintained that the corrupting influences of our mixed public schools are less potent than those of colleges and seminaries, where either sex is educated to the exclusion of the other. Those whose corrupt influence is the most insinuating are those who have studied the art of concealment ; who can wear well the mask of hypocrisy ; who are refined in manner and speech, and whose power is realized when it is too late to escape it. Those whose surroundings are low, and who speak and act overtly, warn in advance, and their influence is thus destroyed, their poison escaped.

Public school teachers are as correct in life, as de-

cided in influence, as keen to detect wrong-doing as any other teachers. Public school authorities are as prompt as others to remove any causes of offense. If we may judge from the surroundings of some of our colleges, students are retained there who would not be tolerated a single day in any of our mixed public schools. Because of the fear that feminine modesty may be shocked by the exhibition of masculine vulgarity, prompt measures are taken to prevent, and decisive measures are resorted to, to cure any improprieties of conduct. Candor compels me to say that dangers are not all nor always upon one side. But these cases, which have called forth so long a discussion, are *very exceptional*. The prevailing moral tone of our mixed schools is of a high type. When school restraints are removed there may appear, and doubtless does appear, on the part of some, a tendency to immorality begotten at home in many instances, encouraged by parental neglect in others. This is not chargeable to the school, nor is it as strong as it might otherwise be, because of the school influence. But such associations are not enforced upon other pupils of the same school, unless desired. They may be permitted through neglect.

During the past few years a very decided advance has been taken in the matter of Music in schools. Its refining influence is recognized by all, because it is too patent to be denied. Mixed schools furnish

the very best opportunities for securing these good influences in their very highest degree. A well-balanced choral is the highest order of music. Ballad singing is sentimental and dissipating. A good chorus cannot fail to elevate. The greatest variety and the purest harmony are attainable only in a mixed school. These combinations in the matter of music lend their better influence to every part of the course of study. This, of course, is incidental, but an incident worthy of consideration.

Having settled convictions upon the superior advantages of mixed over separate schools, founded upon the demand for identical education of man and woman—a demand enforced by the peculiar character of the present epoch in our civilization—and being convinced that the moral tone of society is not at all impaired by such a pursuit of studies demanded as is implied in the term co-education—I have been led to study very carefully the objection to identical co-education urged by those who view the subject from the physiological stand-point. If Dr. Clarke's authority is unquestioned, the subject can have little importance to the greater part of our public school work. If, on the other hand, the views set forth in the *Popular Science Monthly*, by Dr. Van Der Warker, are correct, then the subject concerns our whole school life, the earlier periods more than the later. I am not prepared to discuss this question, nor should

I take the space of this report to do so, if it were desirable. Dr. Clarke's little book has called forth many replies. Miss Anna C. Brackett, in her own essay, and in the essays of other thoughtful women, published under the title, "The Education of American Girls," has done the world an admirable service.

Leaving theory, I wish to present a few facts gathered from the statistics of our schools, in their relation to the comparative regularity of attendance of boys and girls, especially in our High and Normal Schools. Pupils are admitted to our High School at 12 years of age, though the average age of those admitted is about $14\frac{1}{2}$ years. To the Normal School ladies only are admitted after they shall have attained the age of 16 years. Our High School and Normal School pupils are, therefore, on an average from 14 to 19 years of age. Our school days number 200.

The average attendance, including all who have entered the School, has been—

For the Boys, 159 days.

For the Girls, 149 days.

The losses by withdrawal have been larger on the part of the girls than upon the part of the boys, but it is observable that during the earlier part of the course, from 14 to 16 years of age, the girls have maintained a better attendance than the boys, so that it is hardly probable that these withdrawals from school have been because of health solely. In this

connection it may be stated that the pupils most distinguished for punctuality of attendance have been girls. Of those who had neither been absent nor tardy during the full four years course, a girl stood highest in scholarship. A girl completed a record of eight consecutive years punctual attendance without a mark for tardiness or absence ; another, a similar record of seven consecutive years. Among the graduates from the Normal School was a girl who had had no mark for absence or tardiness for *nine* consecutive years. The per cent. of punctual attendance in the Normal School, to which girls only are admitted, is higher than that of the High School, to which both sexes are admitted. Judging from the record of suspensions for absence, we should infer that girls are better able to attend school regularly than boys—suspensions being in the proportion of twenty-five boys to nine girls. This disproportion cannot be accounted for on the ground of the boys' greater tendency to truancy, for if all the cases of truancy be removed from the list, the comparison is largely in favor of the girls. Some years since, before the question was so thoroughly discussed, precautionary measures were adopted in the schools of Chicago, whereby the climbing of stairs was reduced to a minimum. In the High School, pupils were allowed to retain their rooms, while their teachers changed places. In the District Schools, the require-

ments made of older girls as to passing out at recess were modified. Teachers have been constantly advised to look after the health of their pupils as of the first importance, and so to regulate their requirements as to meet such demands as nature makes of our physical organism. An abundant safeguard to the health of girls should be found in the great preponderance of female teachers. The degree of security to pupils will be commensurate with the intelligence and wise discretion of their teachers. It is no more than what is due to our corps of teachers, to say that no danger may be apprehended from our present administration, if society and the home will be as considerate in their demands as the teachers are.

PRINCIPALS' ASSOCIATION.

The meetings of this Association have been held each month, and the time of the meetings has been filled with profitable discussion of matters connected with our work. Prominent among the matters discussed have been "Oral Instruction—Its Present Status and its Possibilities;" "The Proper Treatment of Dull Pupils;" "Do we Over-educate?" "Is it within the province of the District School to give a Commercial Education?" "Instruction in Morals."

The progress made during the past few years in our school-work is traceable in large measure to this Association. It has fostered the friendliest feeling;

it has awakened thought ; it has encouraged investigation ; it has cemented diverse interests, and to its influence is to be attributed our happy unity.

TEACHERS' INSTITUTES.

As in past years, teachers of the same grade have been called together at such times as to secure a meeting of each grade as often as once in five weeks. This has involved weekly meetings. At each meeting a little time has been devoted to the answering of questions found in our Query Box, and to the presentation of various reasons for encouragement or discouragement, drawn from personal experience. The rest of the time has been devoted to the discussion of methods of teaching, confined almost exclusively this year to Reading, Writing and Arithmetic. It has been our aim (Mr. Hanford, the Assistant Superintendent, has shared the labor with me) to present and discuss methods, not that they might be carried away bodily and pushed into the schools, but that teachers might have facilities for comparison, means of estimating the value of their own methods, and the opportunity for improvement. Copying has been discouraged, but absorption and assimilation have been encouraged. Each teacher has been invited to the consideration of successful methods, and then has been left to the largest liberty. Nothing can be more subversive of real interest than the

attempt to enforce absolute uniformity of method. The individuality of the teacher is the most important factor in the problem of success. It must be, however, a living, growing individuality, not content with present attainments, nor so self-conscious as to find material for growth only from within. The results of the Institute work have more nearly satisfied me than in any previous year. Attendance has been voluntary, but general and punctual. It has been an occasion of great gratification to me that the interest in these meetings has been so hearty and so universal.

DECENNIAL REVIEW.

As this year completes the second decade of the Superintendency of the Chicago Schools, I have thought it might prove of interest to present a statistical review, gathered from the Reports made annually since 1854.

The first public school building was erected in 1844.

Hon. John C. Dore entered upon the work of Superintendency in May, 1854, and resigned March, 1856. During this time Mr. Dore made a thorough examination of all the schools, and introduced a system of gradation which has been continued essentially to the present time.

In June, 1856, William H. Wells, Esq., succeeded Mr. Dore, and continued in service until his resignation in August, 1864. During these eight years Mr.

Wells introduced a Graded Course of Study, prepared a Code of Rules for the government of the schools, and devised a System of Records and Reports, which have stood the test of at least sixteen years, without necessity for material modification.

Your present Superintendent entered upon the discharge of his duties the last of August, 1864. For ten years he has been so highly favored that he has not been absent from his post a single day by reason of sickness.

Of the fifteen members of the Board in August, 1864, not one is now connected with the Board of Education. During the ten years, sixty-seven different gentlemen have been connected with the Board for a longer or shorter time. Of this number, nine have died—Messrs. Moseley, Newberry, Leavitt, Guilford, Tinkham, Ballantyne, Macallister, Meserve and Foster. Messrs. Leavitt, Guilford and Macallister being members at the time of their decease.

In comparison with other western cities, Chicago has ever maintained an enviable distinction in the character and intelligence of her Board of Education. Of the sixty-seven men with whom I have become acquainted, more than one-third have been liberally educated. Almost without exception, they have been actively engaged in the promotion of the material interests of Chicago, in business demanding their constant attention. That they have given so much

valuable time to the schools is creditable to themselves as it has been profitable to the school interests of the city. The Records of the past ten years show that the office has been no sinecure. From 1840 to August, 1864, five hundred and ninety pages of the Record Books contain all the transactions of the Board. For the work of the past ten years one thousand eight hundred eighty-eight pages have been required. Entering a little more into detail—since August, 1864, thirty-six school buildings have been erected, furnishing accommodations for 28,122 pupils. Four of these buildings were re-erections of buildings destroyed by the fire of 1871, which consumed five new buildings accommodating 3,281 pupils, four old buildings erected previous to 1857 which accommodated 2,500 pupils, two branch buildings accommodating 756 pupils, and three rented buildings with seats for nearly 2,000 pupils, and which caused the abandonment of one branch building seating 252 pupils. This second decade leaves us with a net increase of accommodations for nearly 20,000 pupils.

The selection and purchase of twenty-six school lots; the planning and erection of thirty-six buildings; the purchase of heating apparatus and seats, and the supply of teachers to meet the largely increased demand, have not left the Board of Education much opportunity for leisure. The wise and economical expenditure of nearly seven millions of

dollars has put their business capacity to the test, and impartial judges, examining the work of the past ten years, will pronounce the test fairly and fully met. For detailed information upon matters of interest, attention is called to the following table of statistics, presenting a comparative statement of twenty years:

TABLE OF COMPARATIVE STATISTICS OF ATTENDANCE FOR TWENTY YEARS.

YEAR.	Population of City.	Number of Different Pupils Enrolled at School.	Per Cent. of Enrollment upon Whole Population	Average Number Belonging.	Per Cent. of Av. No. Bel. upon Enrollment.	Average Daily Attendance.	Per Cent. of Av. Daily Att. upon Av. No. Belonging	School Census Between 6 & 21 yrs.	Per Cent. of Enrollment upon School Census.	Per Cent. of Daily Attendance upon School Census.	Per Cent. of School Census in Private Schools.
1854	c 59,130	* 3000	5	No Report.	....	No Report.	....	* 10,000	30	..	..
1855	b 80,000	6826	8.5	No Report.	....	No Report.	....	..	..	..	..
1856	c 84,113	8577	10.2	3688	43	2606	70.7	..	..	..	..
1857	..	10786	..	4318	40	3354	77.7	..	..	..	..
1858	..	12873	..	5516	43	4824	87.5	..	..	..	..
1859	..	14199	..	6449	45	5963	92	..	..	..	..
1860	a 109,206	16547	15.1	7582	46	6851	90.4	..	..	..	..
1861	..	16441	..	8217	50	7595	92.4	..	..	..	..
1862	c 138,186	17521	12.7	8962	51	8295	92.6	..	..	..	..
1863	..	21188	..	10820	51	10002	92.4	..	..	..	..
*1864-5	c 169,353	29080	11.3	12688	44	12268	90.8	38810	75	32	20
1865-6	b 178,492	24851	13.9	14609	58	13568	92.8	..	..	..	..
1866-7	c 200,418	27260	13.6	16392	61	15403	94.0	53100	51	29	19
1867-8	..	29954	..	18222	61.2	17658	97.0	..	..	..	..
1868-9	c 252,054	34740	13.7	22838	64.4	22065	96.6	64842	54	34	28
1869-70	..	38939	..	25755	66.1	24839	96.4	..	..	..	..
1870-1	c 306,605	40832	13.3	28174	69.0	27023	95.9	80,280	51	34	25
§1871-2	..	38035	..	24539	60	22996	93.7	..	..	..	..
1872-3	c 367,396	44091	12.0	28832	65.4	27004	93.7	88,219	50	30.6	17
1873-4	..	47982	..	32776	68.3	31010	94.6	..	..	..	..

a U. S. Census.

b State "

c School "

* Estimated.

† Change of time for making report required a report for eighteen months from Jan. 1, 1864, to July 1, 1865.

§ Year of the Great Fire ; report covers only eight months.

The diagrams accompanying the table need no explanation, but very interesting facts are presented to the eye at a glance. The sudden depression of the line of Per Cent. of Number Belonging upon Enrollment in 1864, and again in 1871, must be attributed to the excitements attending the last year of the civil war, and to the derangement caused by the fire in 1871. The rapid and steady rise of the line of Punctual Attendance from 1856 to 1859 is attributed to a somewhat stringent rule of attendance finally adopted in 1858.

The following table exhibits other important statistics bearing upon the increase in schools, and in the number of teachers; also as to the stability of the employment of individual teachers.

TABLE SHOWING CHANGES IN NUMBER OF SCHOOLS, SCHOOL BUILDINGS AND TEACHERS FOR THE PAST TWENTY YEARS.

YEAR.	Number of Schools.	Number of School Buildings	Number of Teachers.	Teachers Still in Employ of the Board.	REMARKS.
1854	7	7	35	2	
1855	9	9	42	2	
1856	9	13	61	5	High School Organized.
1857	10	13	81	8	
1858	10	13	104	16	
1859	12	16	125	23	
1860	13	18	139	28	
1861	13	17	160	32	
1862	14	20	189	40	
1863	17	25	212	55	Schools Added, with Added Territory.
1864-5	17	32	240	86	
1865-6	17	28	265	103	
1866-7	21	38	319	142	Four Independent Primary Schools Opened.
1867-8	27	49	401	180	
1868-9	31	55	481	229	
1869-70	36	61	537	288	
1870-1	39	59	572	371	
1871-2	31	45	476	386	Lost by Fire Fourteen School Buildings.
1872-3	36	51	532	425	
1873-4	39	51	640	640	

Of the Six Hundred and Forty Teachers now in the employ of the Board,

One has had an experience in the Schools of Chicago of { ... 27 years.	Fifteen..... 11 years.
One has had an experience of..... 20 years.	Thirty-one..... 10 years.
One..... 19 years.	Seventeen..... 9 years.
Two..... 18 years.	Thirty-nine..... 8 years.
Three..... 17 years.	Thirty-eight..... 7 years.
Eight..... 16 years.	Forty-nine..... 6 years.
Seven..... 15 years.	Fifty-nine..... 5 years.
Five..... 14 years.	Eighty-three..... 4 years.
Four..... 13 years.	Fifteen..... 3 years.
Eight..... 12 years.	Thirty-nine..... 2 years.
	Two Hundred Fifteen..... 1 year.

The average experience of the Six Hundred and Forty Teachers in our Schools has been nearly five years.

During the ten years of service your Superintendent has endeavored to conform to the requirements of Rule 31. He has devoted himself "exclusively to the duties of his office." His office hours have been faithfully and punctually kept. Not once in ten years, except when absent from the city or en-

gaged in the examination of teachers at another building, has he failed to be at his office at the appointed time. The exceptions have not averaged two a month for the whole time. Remarkably good health has favored the making of such a record. The preservative of health has been his constant study, and to this end he has resolutely declined attending to any school work at his house. The hours from 8 A. M. to 7 P. M. have been considered sacred to school work. The remaining hours, except such as are employed in the service of the Board or its Committees, he has felt belonged to himself and to his family, for general reading and for social culture.

The steady improvement which I think is observable in our schools from year to year, is due to the spirit of general rivalry in our teachers. Each strives to excel, and each in the race lends a helping hand to every other. The most noteworthy characteristic of the teachers of Chicago is their unity of effort. The schools are their pride, and their success is of more value than personal aggrandizement. May those who shall take up the burdens of the next ten years find them as easily borne as have been those of the past ten years. To this end the continued care and the favoring smile of our kind Heavenly Father are invoked.

CONCLUSION.

In reviewing the work of this last year of a decade of service, I find less of trial, more of enjoyment, than in previous years. Trials of faith in the perfectibility of our school system, and trials of patience in its administration have existed, but they have grown out of my own shortcomings and conscious weakness, and never out of the general administration by the Board of Education, nor out of the detailed labors of the teachers. To the continued kindness and courtesy on the part of the Board of Education, of my fellow-officers, and of the teachers of the schools, and to the conviction born of experience and strengthened by observation, that not a single thought aside from the good of the schools has entered into the minds of those who have been charged with the sacred trust, am I indebted for solid enjoyment.

J. L. PICKARD,
Superintendent of Schools.

In Memoriam.

DIED, April 29, 1874, LAVINIA C. PERKINS.

From the time of her appointment, September, 1854, until the time of her death, Miss Perkins retained her connection with the schools—*first* as an Assistant in the Jones School, and then in the Haven School; *secondly*, as Teacher of Reading in several schools; and, *lastly*, as Teacher of Elocution in the High and Normal Schools. During the last five years of her life she was a great bodily sufferer, but her strong will forbade her yielding, and she was often in the school-room when her bed would have been the better place for her. In her special work she was an enthusiast, and she impressed herself upon her pupils in a marked degree. Her leading characteristic was an indomitable purpose, to the accomplishment of which every energy was bent.

DIED, July 8, 1874, DELIA A. KEHOE.

Miss Kehoe graduated from our High School in 1869. Early in the following Spring she sought employment as a teacher. She was appointed to the Foster School, thence transferred to the Hayes, and

after a short absence in consequence of the Great Fire of 1871, was assigned to the Lincoln Street Primary School, in which school, at the time of her death, she held the position of First Assistant in charge of the lowest grade. Her amiability and cheerfulness of spirit made her specially successful in the care of the little children just coming into the restraints of school-life ; and her devotion to her work made her a very successful instructor.

REPORTS
OF
STANDING COMMITTEES.

REPORT OF THE COMMITTEE
ON
BUILDINGS AND GROUNDS.

Your Committee on Buildings and Grounds respectfully submit their Annual Report.

Since our last annual report the Jones School building has been completed, and was occupied at the commencement of the present school year. During the winter, opportunity was afforded to test the apparatus for heating and ventilating, and it has proved in every way a success. This lot being in the very center of the city, moderate in extent, and surrounded with buildings, your Committee thought it important to do away with outside water-closets—as always heretofore constructed—and accordingly placed them in the basement, with proper sewer connections. One of these has been entirely unobjectionable, but the other has at times given a little trouble, which your Committee are of the opinion can be wholly obviated. Wherever proper sewer connections can be had, your Committee thinks these closets should be placed in the

basement, as they cost decidedly less, and obviate one of the objections frequently made by persons living contiguous to our schools. They were placed in the basement of the Third Avenue Primary School, and have been a perfect success. We contemplate still further improvements in their arrangement, which will make them absolutely free from any objection.

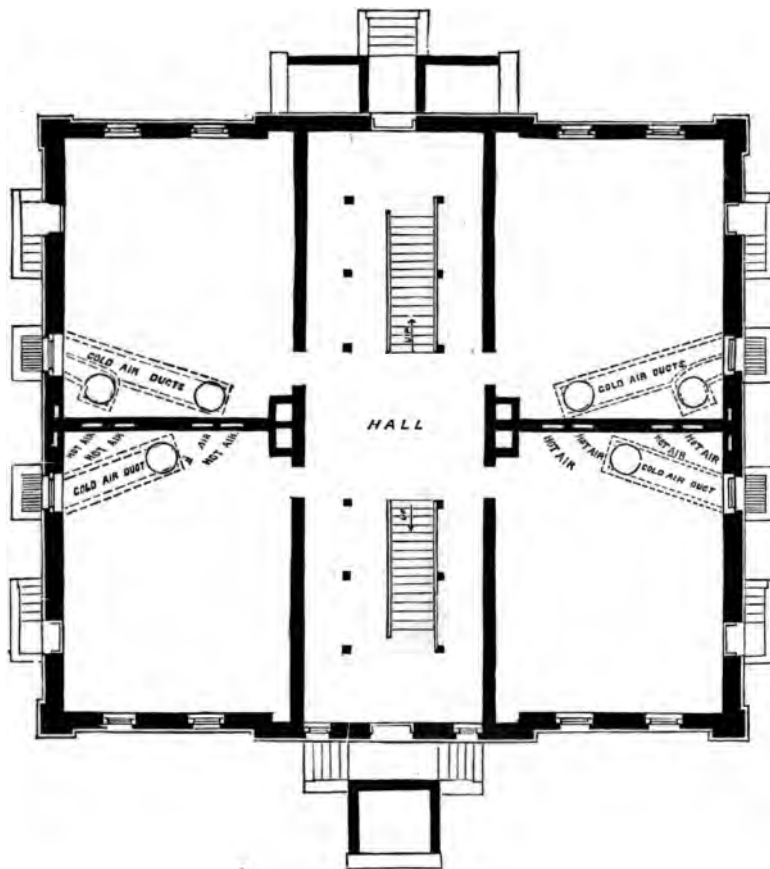
During the year we have built a standard twelve-room building on the Rolling Mill Lot, to which the Board very appropriately gave the name of the "Burr School," in honor of a former citizen, Jonathan Burr, Esq., whose pure life, liberal benefactions to the charitable institutions of the city, and generous bequest to our schools make it most fitting that his name should be thus held in remembrance.

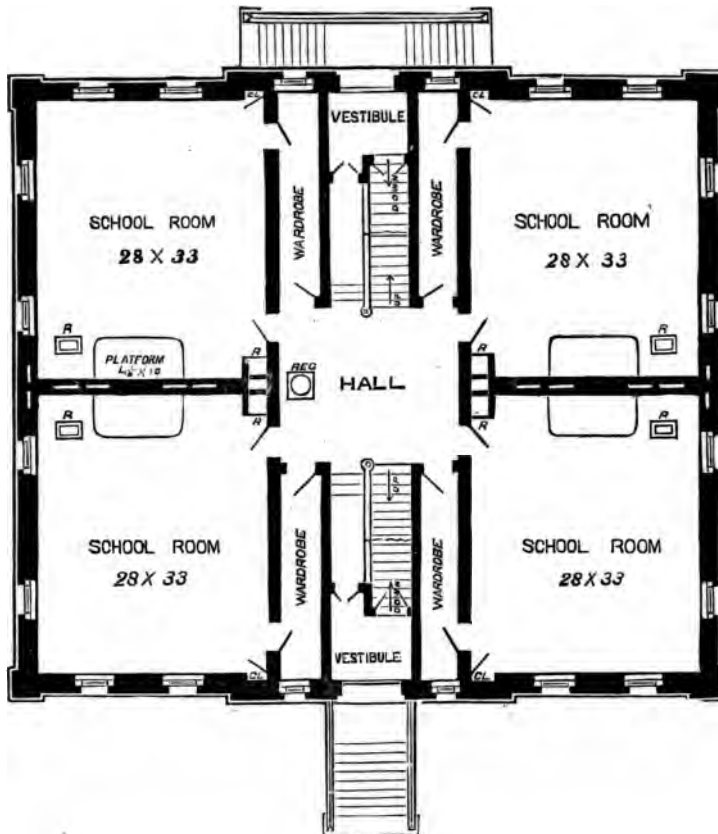
We have also built a like school building on Harrison Street, just west of Western Avenue, to which the Board has given the name of the "King School," in honor of the Hon. William H. King, the author of the School Law, and our accomplished and worthy President. Also similar buildings on Third Avenue, just north of Twelfth Street, and on the North Branch Primary School lot; the former known as the "Third Avenue Primary," and the latter as the "Vedder Street Primary." We have also in process of construction two other buildings—one on the corner of Elm and State Street, and the other on the corner of Hinman and Oakley Street—the latter being in the vicinity of

Western Avenue and Twenty-second Street. The two last mentioned buildings are rapidly approaching completion, and will be ready for occupancy at the commencement of the school year in September next.

These buildings, six in number, to-wit: the "Burr," "King," "Third Avenue," "Vedder Street," "Elm Street," and "Oakley Street," the Committee takes pleasure in saying, have met the unqualified approval of all who have inspected them, and in architecture, arrangement, heating, ventilation and cost compare favorably with any heretofore constructed in the city. The Board was so well pleased with the "King School" building, that it directed the elevation and plans of the building to be engraved and to accompany the Annual Report of the Board, to which attention is respectfully called.

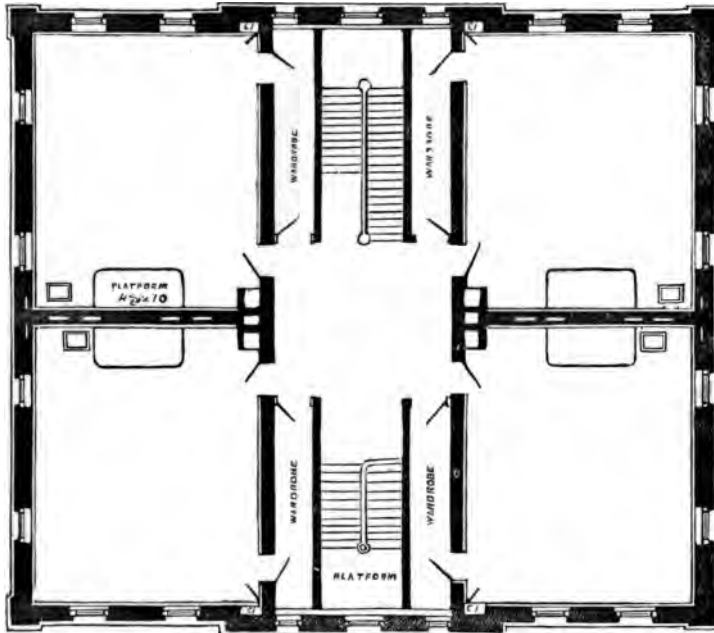
(See Frontispiece, also Floor Plans on pages 132 to 135.)

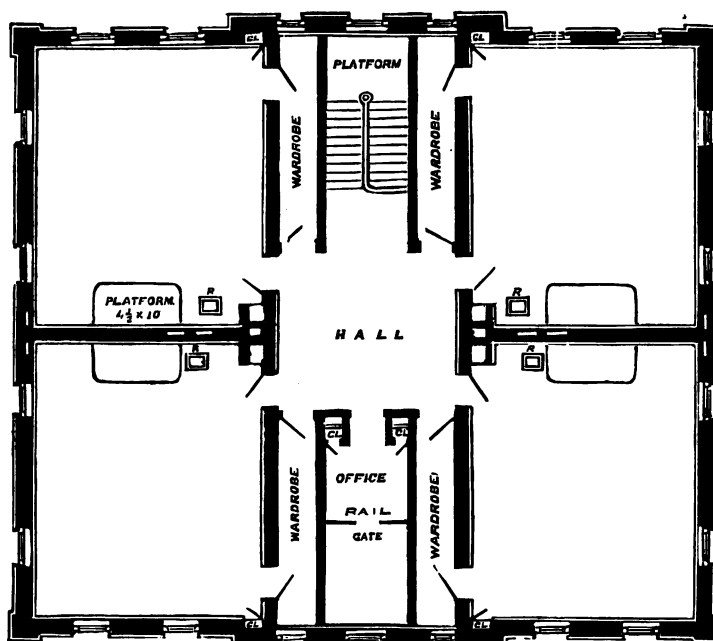
**KING SCHOOL.****PLAN OF BASEMENT.**



KING SCHOOL.

FIRST FLOOR.

**KING SCHOOL.****SECOND FLOOR.**



KING SCHOOL.

THIRD FLOOR.

In the last annual report your Committee referred to the plan of ventilation adopted, since which we have had the opportunity to test it by a winter's use, which has more than confirmed all that has been said in its behalf. This subject, ventilation and heating so intimately connected, is one of the most important in the construction of our buildings, and is receiving much attention outside of the Board. Some months since a communication on the subject was presented to the Board by a citizen of much culture and experience, which was referred to your Committee; and as the air our children breathe during six hours in every school-day in the year is of such serious moment—affecting, as it does, the health of more than forty thousand children in our city—it is due to parents that they know that the subject is one which has had the serious attention of the Board. The plan of the "King School," which appears herewith, shows two stacks of chimneys and ventilators in the center of the building—one on each side of the hall. It will be observed that there are three flues in each stack, the center one—12x24 inches—being the smoke flue, and the outside ones—each 20x28 inches in size—the ventilating flues, there being only four inches of brick between them. The smoke flue starts in the basement, the ventilating flues at the surface of the first floor. One ventilator, 20x26 inches, is placed in the face of the ventilating flue in each room,

the bottom being even with the floor. In most of the twelve-room buildings we have six hot-air furnaces, so that the smoke pipes from these furnaces enter each smoke flue in the basement, and this heat, striking through the four inches of brick separating it from the ventilating flue, heats the latter, and causes a strongly ascending current, which can only be supplied through the ventilating registers before referred to. In the last buildings constructed the ventilating and smoke flues are drawn together into one flue in the attic; this also tends to increase the draft or current in the ventilating flues. The flue, where the three are drawn into one in the attic, is reduced in size, being 28x40 inches. The furnace chambers are supplied with air ducts 24x36 inches, laid in cement and masonry, and are fed with air from without the building. In this way a constant change of air is secured in every school-room, and a more certain and equal distribution of heat is obtained.

As fire is a terrible evil to be guarded against, and especially in our public schools, we have discarded the use of the wooden partitions between the school-rooms, which contain all the hot air ducts, and have substituted brick partitions, galvanized hot air ducts being built in the walls when constructed. We are happy to say the teachers, one and all, speak most favorably of the school buildings heated and ventilated in this mode. Of course buildings heated

and ventilated like the "Washington," and several other schools, are more perfect, being heated by steam coils in the basement. An engine, turning a fan several hundred revolutions a minute, drives the air with considerable force through the chamber containing the steam coils, whence it is distributed as in the case of hot air furnaces. But this system costs fully four times as much as that now in use in our standard twelve-room buildings, and has only been applied to our larger schools, having sixteen or more divisions.

The enormous demand for school accommodations in the city, the excessive taxation which rapid increase of population, and extension of water supply, sewerage and other improvements impose, demand that we should study economy in the expenditures of our Board ; and we have therefore determined to recommend the adoption of the plan of the "King School" in arrangement, heating and ventilation, as best suited to the wants of the schools, and as the most economical.

Since the fire in October, 1871, as shown by our last annual report, the Board of Public Works and the Board of Education had, by rebuilding the "Kinzie," "Ogden," "Pearson Street," "Franklin," "Jones," and by dividing six of the large halls in some of the other schools, added to the seating capacity of our schools 4,662 seats. Since the last annual report, your Committee, under your direction, has added by

constructing the "Burr," "King," "Third Avenue," "Vedder Street," "Elm Street," and "Oakley Street" School buildings, containing 756 seats each, a total of 4,536 seats, making a total number of seats added since October, 1871, of 9,198.

In consequence of the failure to secure a school site in the vicinity of Wentworth Avenue and Twenty-sixth Street, the construction of the contemplated building at that point has not been commenced, but there is a prospect that we shall soon have completed a purchase on the corner of Garibaldi and Twenty-seventh Street, and in time your Committee hopes to complete a building there, ready for occupancy at the opening of the Winter Term. The derangement of the finances of the city, and the financial crisis of last year, made it difficult to command the funds needful to proceed more rapidly with the construction of buildings already ordered.

Your Committee proposes, at an early day, to ask for authority to purchase a school site near Twelfth Street and Center Avenue, and another near Twenty-sixth and Halsted Street, and to proceed with the contemplated buildings in those localities as soon as possible.

Your Committee takes pleasure in reporting the Pearson Street School Lot brought to grade, and fences and sidewalks constructed, after a long delay, arising from the large amount of filling needed (over

6,700 cubic yards) and the desire of the Committee to reduce the cost to the minimum. The price paid did not exceed twenty-three cents per cubic yard—the total expense of filling the lot being \$1,531.65.

The large number of buildings erected during the last year, with the current repairs on others, made the duties of your Committee onerous, which could not have been accomplished but for the unwearied efforts of the Building and Supply Agent, Mr. James Ward, for whose labor, in season and out of season, your Committee desire to express their obligations.

Respectfully submitted,

EDWIN H. SHELDON,

A. C. CALKINS,

THOMAS WILCE,

Committee on Buildings and Grounds.

REPORT OF THE COMMITTEE ON APPARATUS AND FURNITURE.

Your Committee on Apparatus and Furniture would report expenditures for Furniture, Reference Books and Apparatus, and Blackboard Surface during the past Fiscal Year, as follows :

FOR SEATS AND DESKS :

Normal School Building.....	\$ 216 25	
Jones School Building.....	4,902 86	
Franklin School Building.....	696 64	
Moseley School Building.....	134 13	
Foster School Building.....	263 75	
Wells School Building.....	249 48	
Cottage Grove School Building.....	1,139 25	
Holden School Building.....	263 75	
Burr School Building.....	2,410 38	
King School Building.....	2,403 92	
Third Avenue School Building.....	2,234 75	
Lawndale School.....	416 15	
Miscellaneous.....	118 50	
		\$15,449 81

FOR REFERENCE BOOKS AND APPARATUS :

Eight Sets of Outline Maps in Portfolio.....	\$ 92 00	
Seven Webster's Unabridged Quarto Dictionaries.....	59 50	
Five copies Grieb's German Dictionaries.....	38 40	
Three Terrestrial Globes.....	54 00	
One copy of Lippincott's Gazetteer.....	6 67	
Two sets of Geometrical Solids.....	4 00	
Drawing Models for High and Normal Schools.....	41 80	
Slate Markers.....	68 67	
Numeral Frames.....	17 80	
Pointers.....	22 50	
		\$ 405 34

Amount Carried Forward.

\$15,855.15

Reports of Standing Committees.

<i>Amount Brought Forward,</i>		\$15,855.15
FOR BLACK-BOARD SURFACE:		
Normal School Building.....	\$ 52 86	
Jones School Building.....	266 48	
Scammon School Building.....	105 28	
Kinzie School Building.....	35 00	
Franklin School Building.....	49 38	
Washington School Building.....	24 00	
Moseley School Building.....	42 68	
Brown School Building.....	125 22	
Foster School Building.....	75 78	
Ogden School Building.....	43 00	
Cottage Grove School Building.....	131 52	
Holden School Building.....	191 04	
Clarke School Building.....	239 28	
Lincoln School Building.....	22 00	
Burr School Building.....	124 62	
King School Building.....	49 44	
Pearson Street Primary School Building.....	28 75	
Third Avenue Primary School Building.....	92 42	
Sangamon Street Primary School Building.....	81 14	
Sundry Repairs at other School Buildings.....	51 95	
		\$ 1,831 84
FOR MISCELLANEOUS:		
Repairing Furniture.....	\$ 195 90	
Clocks.....	392 46	
Repairing Clocks.....	163 22	
Chairs.....	298 00	
Ink Wells.....	156 75	
		\$ 1,206 33
Total Expenditures.....		\$18,893 32

Since the last report of the Committee on Apparatus and Furniture, there has also been purchased from the Jonathan Burr Fund, within the Fiscal Year ending March 31, 1874:

Two copies of Lippincott's Biographical Dictionary.....	\$ 20 00	
Two sets of Chambers' Encyclopedia (Revised Edition).....	80 00	
Two sets of Henslow's Botanical Charts.....	27 00	
		\$ 127 00

The contracts for Furniture for the Elm Street Primary School Building, and for the school building corner of Hinman and Oakley Street, have been awarded. The furniture for these buildings will be

in place and ready for use at the commencement of the next school year.

Respectfully submitted,

E. F. RUNYAN,

J. C. RICHBERG,

T. J. BLUTHARDT,

Committee on Apparatus and Furniture.

REPORT OF THE COMMITTEE ON SALARIES.

Your Committee on Salaries would report expenditures for salaries of Officers and Teachers for the past School Year, as follows :

For Salary of Superintendent.....	\$4,000 00
Salary of Assistant Superintendent.....	2,750 00
Salary of Clerk.....	2,500 00
Salary of Building and Supply Agent.....	2,500 00
Salary of School Agent.....	600 00
Salary of Assistant Clerk.....	992 56
Salary of Messenger.....	700 00
Salaries of Teachers for Month of September, 1873.....	46,016 91
Salaries of Teachers for Month of October, 1873.....	46,727 39
Salaries of Teachers for Month of November, 1873.....	46,891 90
Salaries of Teachers for Month of December, 1873.....	47,118 78
Salaries of Teachers for Month of January, 1874.....	48,485 63
Salaries of Teachers for Month of February, 1874.....	49,182 03
Salaries of Teachers for Month of March, 1874.....	49,609 40
Salaries of Teachers for Month of April, 1874.....	50,283 40
Salaries of Teachers for Month of May, 1874.....	50,920 56
Salaries of Teachers for Month of June, 1874.....	50,817 17
Total for Salaries of Officers and Teachers.....	\$500,185 93

Respectfully submitted.

A. C. CALKINS,
JOHN P. OLINGER,
INGWEL OLESON,

Committee on Salaries.

SALARIES OF OFFICERS AND TEACHERS FOR THE SCHOOL
YEAR, COMMENCING SEPTEMBER 1, 1874.

At the regular meeting of the Board of Education, held July 28, 1874, the same Scale of Salaries was adopted for the School Year, commencing September 1, 1874, as was paid during the past year.

The following is the Schedule of Salaries adopted for the ensuing year:

OFFICERS:

Superintendent of Schools.....	\$ 4,000 00
Assistant Superintendent of Schools.....	2,750 00
Building and Supply Agent.....	2,500 00
Clerk of the Board.....	2,500 00
Assistant Clerk.....	1,000 00
School Agent.....	600 00
Messenger.....	700 00

SPECIAL TEACHERS:

Teachers of Vocal Music :	
For the first year.....	1,800 00
For the second year.....	2,000 00
For the third year and thereafter.....	2,200 00
Teacher of Vocal Culture in the Normal School (at the rate of).....	1,000 00
Teachers of Drawing.....	1,000 00

HIGH AND NORMAL SCHOOLS:

Principal of the High School.....	3,000 00
Principal of the Normal School.....	2,500 00
Principal of the School of Practice.....	1,300 00
Four Male Assistants in the High School :	
For the first year.....	2,000 00
For the second year.....	2,250 00
For the third year and thereafter.....	2,500 00
Three Male Assistants in the High School :	
For the first year.....	1,200 00
For the second year.....	1,350 00
For the third year and thereafter.....	1,500 00
All other Male Assistants in the High School :	
For the first year.....	1,800 00
For the second year.....	2,000 00
For the third year and thereafter.....	2,200 00
All Female Assistants in the High School and the Normal School :	
For the first year.....	900 00
For the second year.....	1,000 00
For the third year and thereafter.....	1,100 00

DISTRICT, GRAMMAR AND PRIMARY SCHOOLS:

Principals of District Schools, except as provided hereafter:

For the first year.....	\$ 1,800 00
For the second year.....	2,000 00
For the third year and thereafter.....	2,200 00

Principals of the Grammar Schools:

For the first year	1,200 00
For the second year.....	1,400 00
For the third year and thereafter.....	1,600 00

Principals of Independent Primary Schools, except as provided hereafter:

For the first year.....	900 00
For the second year.....	1,000 00
For the third year and thereafter.....	1,100 00

Principal of the Holstein School..... 1,000 00

Principal of the Blue Island Avenue Primary School..... 900 00

Head Assistants in the District Schools:

For the first year.....	900 00
For the second year.....	950 00
For the third year and thereafter.....	1,000 00

First Assistants..... 800 00

Assistants in all the District, Grammar and Primary Schools:

For the first fourteen weeks, at rate per annum of.....	500 00
For the first year thereafter.....	550 00
For the second year thereafter.....	650 00
For the third year thereafter and subsequently.....	750 00

REPORT OF THE COMMITTEE

ON

PUBLICATION.

The Committee on Publication would report expenditures on account of the publication of the Proceedings of the Board, and of the Nineteenth Annual Report of the Board, and other miscellaneous printing during the Fiscal Year ending March 31, 1874, as follows :

For Publication of the Proceedings of the Board, and of 150 copies of the same in pamphlet form	\$2,334 35
Publication of 5,000 copies of the Nineteenth Annual Report of the Board.....	2,428 08
Publication of 1,000 copies of Manual	223 63
Advertising.....	824 86
100 Class Books and 75 Registers.....	555 24
Blank Books, and Rebinding Reference Books.....	67 81
Printing Questions for Examinations.....	116 75
Printing Blanks of various kinds during the year.....	1,068 47
Total.....	\$7,619 19

Respectfully submitted,

JAMES GOGGIN,

E. F. RUNYAN,

T. J. BLUTHARDT,

Committee on Publication.

REPORT OF THE COMMITTEE ON FINANCE AND AUDITING.

Your Finance and Auditing Committee would present the following report of expenditures during the Fiscal Year ending March 31, 1874, for which bills have been audited :

SCHOOL TAX FUND.

JONES SCHOOL BUILDING :

On Contract for Masonry (balance)	\$ 8,100 00	
On Contract for Carpentry (balance)	13,047 00	
On Contract for Painting and Glazing	1,375 00	
Sewerage	375 00	
Plumbing and Gas Fitting	573 00	
Steam Heating	7,000 00	
Protecting Foundations from Frost	51 50	
Architect	200 00	
Ventilator Cap	117 75	
		<u>\$30,839 25</u>

BURR SCHOOL BUILDING :

Contract for Masonry	\$14,300 00	
Contract for Carpentry	9,550 00	
Contract for Painting and Glazing	1,300 00	
Contract for Cornice, Roof, &c	2,316 72	
Contract for Furnaces, Hot Air Pipes, &c	1,800 00	
Extra Work on Stone Steps	46 00	
		<u>20,312 72</u>

KING SCHOOL BUILDING :

Contract for Masonry	\$14,418 00	
Contract for Carpentry	9,550 00	
Contract for Painting and Glazing	1,200 00	
Contract for Cornice, Roof, &c., (in part)	2,000 00	
Contract for Furnaces, Registers, &c	1,800 00	
Extra Work on Stone Steps	46 00	
		<u>29,014 00</u>

Amount Carried forward \$89,165 97

<i>Amount Brought forward</i>	\$	89,165 97
THIRD AVENUE PRIMARY SCHOOL BUILDING:		
Contract for Masonry (in part).....	\$14,814 00	
Contract for Carpentry.....	11,546 00	
Contract for Painting and Glazing (in part).....	700 00	
Hot Air Pipes.....	225 00	
Furnaces, Registers, &c.....	1,365 00	
		28,650 00
VEDDER STREET PRIMARY SCHOOL BUILDING:		
Contract for Masonry (in part).....	\$ 8,500 00	
Contract for Carpentry (in part).....	7,500 00	
Contract for Painting and Glazing (in part).....	200 00	
Hot Air Pipes.....	325 00	
Furnaces, Registers, &c., (in part).....	1,000 00	
		17,525 00
SCHOOL SITES:		
Evergreen Avenue, between Robey and Hoyne Streets (first pay- ment),	\$ 2,166 66	
Corner of Hinman and Oakley Streets (in full).....	5,705 00	
		7,871 66
For Moving, Raising and Fitting up Basement Rooms in Cottage Grove School Building.....		
Furnaces for Cottage Grove School Building.....	\$ 6,591 91	
Boiler House and Steam Heating Apparatus at Newberry School Building.....	895 34	
Changes in Steam Heating Apparatus, and Enlarging Boiler House, Skinner School Building.....	9,119 95	
Plastering Basement Rooms, also Doors, Sash, &c., Franklin School Building.....	2,401 18	
Moving Buildings from Burr School Lot.....	793 41	
Architect's Services.....	436 00	
Salary of Clerk.....	1,350 00	
Salary of Building and Supply Agent, including allowance for use of Horses and Wagons.....	2,374 96	
Salary of Assistant Clerk.....	2,774 92	
Salary of Messenger.....	992 56	
Wages of Carpenters.....	658 33	
Wages of Laborers.....	3,092 51	
Wages of Engineers and Janitors.....	1,358 60	
Fuel.....	33,527 15	
Hardware.....	33,214 47	
Hose.....	1,236 53	
Repairs to Steam Apparatus.....	237 44	
Repairs to Furnaces, and New Furnaces.....	3,653 43	
New Stoves and Repairs to Stoves.....	1,342 94	
Stove Pipe, Zinc, &c.....	221 84	
Wire Screens.....	107 84	
Repairs to Lightning Rods.....	115 45	
Lumber, Sash, Doors, Mouldings, &c.....	45 85	
Cleaning Chimneys.....	3,792 67	
Repairs to Roofs.....	36 00	
Repairs to Conductor Pipes.....	1,002 65	
	253 64	
<i>Amount Carried forward</i>	\$111,627 57	\$143,212 63

Reports of Standing Committees.

<i>Amount Brought forward.....</i>	<i>..\$111,627 57</i>	<i>\$143,212 63</i>
Urinals in New Buildings.....	96 86	
Plated Numbers for Doors, Tags for Keys, &c.....	44 96	
Calcimining.....	1,523 00	
Painting.....	1,101 25	
Cleaning after Calciminers.....	472 63	
Plumbing.....	1,015 36	
Masonry in General Repairs.....	1,526 27	
Sewerage.....	1,132 27	
Iron Grating, Iron Gate, &c.....	279 67	
Repairs on Wagon.....	29 55	
Cleaning Outhouse Vault.....	50 00	
Changes in Gas Fixtures at Office.....	35 00	
Water Service Pipe (old Jones School Lot).....	106 25	
Curbing, Filling and Paving Clark Street in front of old Jones School Lot.....	825 00	
Filling and Paving LaSalle Street (Kinzie School Lot).....	530 50	
Filling School Lots.....	432 15	
Publication of Proceedings of Board.....	2,334 35	
Publication of Nineteenth Annual Report.....	2,428 08	
Publication of Manual.....	223 63	
Advertising.....	824 86	
Class Books, Registers, Blanks, &c.....	1,801 02	
Seats and Desks.....	15,449 81	
Reference Books and Apparatus.....	405 34	
Black Board Surface.....	1,831 84	
Chairs.....	298 00	
Clocks.....	392 46	
Ink Wells.....	156 75	
Repairs to Clocks.....	163 22	
Repairs to Furniture.....	195 90	
Rent of Office.....	1,598 50	
Rent of School Rooms and Ground Rent.....	1,240 00	
Piano for Normal School.....	500 00	
Rent of Piano for Normal School.....	48 00	
Tuning Pianos.....	94 50	
Legal Services.....	500 00	
Abstracts.....	360 00	
Foster Medal Dies and Medal Punch.....	100 00	
Tuition of Pupils at Cicero School.....	322 50	
Chemicals, &c., for High School.....	226 43	
High School Anniversary.....	101 50	
Normal School Anniversary.....	39 50	
Postage.....	206 76	
Gas used at Office.....	40 98	
Sweeping and Dust Brushes.....	565 76	
Mats.....	568 50	
Glass and Putty.....	371 31	
Repairs to Locks, &c.....	313 18	
Writing Fluid.....	319 28	
Chalk Crayons.....	107 00	
Slate Pencils.....	345 05	
Cap Paper.....	124 00	
<i>Amount Carried forward.....</i>	<i>..\$155,426 30</i>	<i>\$143,212 63</i>

Committee on Finance and Auditing. 151

	<i>Amount Brought forward</i>	\$155,426 30	\$143,212 63
Envelopes.....		75 88	
Stationery.....		47 85	
Wrapping Paper and Twine.....		66 26	
Brooms.....		78 00	
Bells.....		92 05	
Coal Hods.....		70 20	
Wheelbarrows.....		79 50	
Swab Skins.....		70 00	
Thermometers.....		57 00	
Soap.....		24 50	
Dust Pans, Stove Polish and Water Pails.....		31 95	
Miscellaneous Items, not enumerated above.....		153 63	
Interest on Temporary Loans.....		5,250 00	
Ground Rent of School Fund Property used for School Purposes.....		14,337 28	
Transferred to School Fund to pay Teachers.....		279,887 63	
			455,748 03
Total.....			\$598,960 66

SCHOOL FUND.

For Payment of Teachers' Pay Rolls.....	\$472,024 83	
Salary of School Agent (11 months).....	508 34	
South Park Assessment.....	210 68	
Dower to Margaret M. O'Donoghue.....	75 00	
Blanks for Agreements.....	12 00	
		\$472,830 85

ESTIMATES FOR FISCAL YEAR 1874-75.

At a regular meeting of the Board of Education, held April 28th, 1874, the following Estimate of Expenditures for the Fiscal Year, commencing April 1, 1874, were adopted by the Board, and referred to the Common Council for their action thereon :

COMMITTEE ON BUILDINGS AND GROUNDS :

For School Sites—

At Nickersonville.....	\$ 7,500 00
South of Chicago Avenue and East of Clark Street.....	30,000 00
Near corner State and Thirty-seventh Street, additional to last year's appropriation.....	7,500 00
In vicinity of Brighton.....	7,500 00
Near corner of Noble and Cornell Street.....	10,000 00
Near corner of Armour and Indiana Street.....	10,000 00
Northwest of Central Park.....	6,000 00
Near corner of Walnut Street and Kedzie Avenue.....	7,500 00

Amount Carried forward.....\$86,000 00

Reports of Standing Committees.

<i>Amount Brought forward</i>		\$86,000 00
At Lawndale	6,000 00	
Near corner of Paulina and VanBuren Street	20,000 00	
Near corner of Chicago and Western Avenue.....	6,000 00	
		<hr/> \$118,000 00
<i>For School Buildings—</i>		
At Nickersonville (12-room brick).....	\$ 30,000 00	
On site South of Chicago Avenue, and East of Clark Street.....	30,000 00	
On City Lot on LaSalle Street, near North Avenue (12-room brick)	30,000 00	
Near corner State and Thirty-seventh Street (12-room brick)....	30,000 00	
In vicinity of Brighton (4-room frame).....	3,000 00	
Enlarging Moseley School Building.....	30,000 00	
Near corner Noble and Cornell Street (12-room brick).....	30,000 00	
Near corner Armour and Indiana Street (12-room brick).....	30,000 00	
Northwest of Central Park (4-room frame).....	3,000 00	
Removing old Cicero School Building to corner of Walnut Street and Kedzie Avenue, and fitting up.....	1,000 00	
At Lawndale (8-room frame).....	15,000 00	
Near corner Paulina and VanBuren Street (12-room brick).....	30,000 00	
Near corner Chicago and Western Avenue (4-room frame).....	3,000 00	
		<hr/> 265,000 00
Fitting up old Post Office Building.....		100,000 00
<i>For Repairs and Improvements—</i>		
Carpenters' Wages.....	\$ 3,500 00	
Laborers' Wages.....	1,500 00	
Hardware.....	1,200 00	
Hose for Steam Apparatus, &c.....	200 00	
Wire Screens for Windows.....	250 00	
Repairing Roofs.....	2,000 00	
Filling School Lots.....	2,500 00	
Repairing Steam Apparatus.....	2,500 00	
Repairing Furnaces and Replacing Burnt-out Furnaces.....	2,000 00	
Stove Pipe, Repairing Stoves, &c.....	200 00	
Repairing Conductor Pipe.....	250 00	
Numbers for School-room Doors.....	50 00	
Door Springs.....	75 00	
Calcmiming and Painting.....	4,000 00	
Cleaning after Calciminers, and also Cleaning New Buildings...	500 00	
Masonry on General Repairs.....	1,500 00	
Sewers.....	1,000 00	
Cleaning Chimneys.....	200 00	
Iron Railing around Outside Basement Entrances.....	600 00	
Plumbing.....	1,000 00	
Lumber for Fences, Sidewalks and for General Repairs	5,000 00	
Cleaning Outhouse Vaults.....	100 00	
Repairing Lightning Rods.....	100 00	
Paving Clark Street in front of old Jones School Lot.....	825 00	
Paving LaSalle Street, Kinzie School Lot.....	530 50	
Architect's Services	2,500 00	
Partial Filling on King School Lot.....	800 00	
		<hr/> 34,880 50
<i>Amount Carried forward</i>		\$517,880 50

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Amount Brought forward..... \$517,880 50

COMMITTEE ON JANITORS AND SUPPLIES:

Wages of Engineers and Janitors.....	\$ 38,000 00	
Fuel.....	45,000 00	
Bells.....	125 00	
Coal Hods.....	75 00	
Ink.....	325 00	
Sweeping and Dust Brushes.....	525 00	
Brooms.....	80 00	
Chalk Crayons.....	125 00	
Slate Pencils.....	400 00	
Cap Paper.....	150 00	
Envelopes.....	75 00	
Miscellaneous Stationery.....	50 00	
Mats.....	800 00	
Swab Skins for Blackboard Brushes.....	75 00	
Glass and Putty.....	450 00	
Keys, Key-rings, and Repairs to Locks.....	350 00	
Wrapping Paper and Twine.....	50 00	
Wheelbarrows.....	100 00	
Soap.....	25 00	
Water Pails.....	8 00	
Thermometers.....	50 00	
Dust Pans.....	15 00	
Stove Polish.....	15 00	
		\$6,868 00

COMMITTEE ON SALARIES:

For Salaries of Officers and Teachers.....	550,950 00
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COMMITTEE ON PUBLICATION:

Publishing Proceedings of Board.....	\$ 2,500 00	
Advertising.....	1,000 00	
Twentieth Annual Report.....	2,500 00	
Manual.....	275 00	
Blanks and Miscellaneous Printing.....	1,500 00	
		7,775 00

FINANCE AND AUDITING COMMITTEE:

Rent of Office.....	\$ 1,600 00	
Rent of Rooms and of Ground for School Purposes.....	1,000 00	
Ground Rent of School Fund Lots occupied by School Buildings.....	14,337 28	
Abstracts.....	200 00	
Tuition at Cicero School.....	400 00	
Tuning and Repairing Pianos.....	100 00	
High School Anniversary.....	200 00	
Normal School Anniversary.....	75 00	
Chemicals for High School.....	100 00	
Postage.....	200 00	
Gas for Office.....	50 00	
Attorney's Fees.....	1,000 00	
Sundry Items not enumerated.....	300 00	
		19,562 28

Amount Carried forward..... \$1,183,035 78

Reports of Standing Committees.

<i>Amount Brought forward</i>		\$1,183,035 78
COMMITTEE ON EVENING SCHOOLS:		
From General Fund, for Support of Evening Schools.....		10,000 00
COMMITTEE ON APPARATUS AND FURNITURE:		
For Furniture for Nine New Buildings, including Clocks and Chairs.....	\$ 36,000 00	
For Reference Books and Apparatus.....	450 00	
For Blackboard Surface in New Buildings	1,300 00	
For Renewing Blackboards in Old Buildings	800 00	
For Repairs to Clocks.....	200 00	
For Repairs to Furniture.....	300 00	
For Furniture in Old Buildings, to replace worn-out Furniture...	1,000 00	
		<hr/> 40,050 00
Total.....		\$1,233,085 78

APPROPRIATIONS FOR FISCAL YEAR 1874-75.

At an adjourned regular meeting of the Common Council, held June 30, 1874, the following appropriations were made for the purchase of school sites, erection of school buildings, and current expenditures for the support of public schools during the Fiscal Year, commencing April 1, 1874.

COMMITTEE ON BUILDINGS AND GROUNDS:

For Lot corner State and Thirty-seventh Street, additional to last year's appropriation.....	\$ 7,500 00
For Lot in vicinity of Brighton.....	5,000 00
For Lot near corner of Noble and Cornell Street	10,000 00
For Lot near corner of Armour and Indiana Street.....	10,000 00
For Lot near corner of Walnut Street and Kedzie Avenue.....	7,500 00
For Lot near corner of Paulina and VanBuren Street.....	20,000 00
For Twelve-room Building and Lot at Nickersonville, including Heating Apparatus.....	31,000 00
For Building on City Lot on LaSalle Street, near North Avenue (12-room brick).....	26,000 00
For Building in vicinity of Brighton (4-room frame).....	3,000 00
For new Twelve-room Building on Moseley School Lot.....	26,000 00
For Building near corner Noble and Cornell Street (12-room brick)	26,000 00
For Building near corner Armour and Indiana Street (12-room brick).....	26,000 00
For Removing old Cicero School Building to corner Walnut Street and Kedzie Avenue, and fitting up.....	1,000 00
For Building near corner Paulina and VanBuren Street (12-room brick)....	26,000 00
	<hr/> \$225,000 00
<i>Amount Carried forward</i>	\$225,000 00

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Amount Brought forward.....\$225,000 00

<p>For Carpenters' Wages, Laborers' Wages, Hardware, Hose for Steam Apparatus, Wire Screens for Windows, Repairing Roofs, Filling School Lots, Repairing Steam Apparatus, Furnaces, Stoves, Conductor Pipes, &c., Numbers for Doors, Springs, Calcimining and Painting, Cleaning, Masonry and General Repairs, Sewers, Cleaning Chimneys, Iron Railing around Basement Entrances, Plumbing, Lumber for Fences, Walks and Repairs, Cleaning Vaults, Repairing Lightning Rods, Paving Clark Street in front of old Jones School Lot, Paving LaSalle Street in front of Kinzie School Lot, Architect's Services, and Partial Filling of King School Lot.....</p>	<p>34,880 50</p>
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COMMITTEE ON APPARATUS AND FURNITURE :

<p>For Furniture for New Buildings, including Clocks and Chairs...\$ 20,000 00 For Reference Books and Apparatus..... 450 00 For Blackboard Surface in New Buildings 1,300 00 For Renewing Blackboards in Old Buildings 800 00 For Repairs to Clocks..... 200 00 For Repairs to Furniture..... 300 00 For Furniture in old Buildings to replace worn-out Furniture.... 1,000 00</p>	<p>24,050 00</p>
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COMMITTEE ON JANITORS AND SUPPLIES :

<p>For Wages of Engineers and Janitors, in addition to unexpended balance.....\$ 45,327 00 For Fuel, in addition to unexpended balance..... 40,000 00 For Bells..... 125 00 For Coal Hods..... 75 00 For Ink..... 325 00 For Sweeping and Dust Brushes..... 525 00 For Brooms..... 80 00 For Chalk Crayons..... 125 00 For Cap Paper 150 00 For Envelopes..... 75 00 For Miscellaneous Stationery..... 50 00 For Mats..... 800 00 For Swab Skins for Blackboard Brushes 75 00 For Glass and Putty 450 00 For Keys, Key-rings, and Repairs to Locks. 350 00 For Wrapping Paper and Twine..... 50 00 For Wheelbarrows 100 00 For Soap..... 25 00 For Water Pails..... 8 00 For Thermometers..... 50 00 For Dust Pans..... 15 00 For Stove Polish 15 00</p>	<p>88,795 00</p>
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Amount Carried forward..... \$ 372,725 50

	<i>Amount Brought forward.....</i>	<i>\$372,725 50</i>
COMMITTEE ON SALARIES:		
For Salaries of Officers and Teachers.....	\$550,950 00	
Less Estimated Receipts from School Fund and State Dividend—		
From Rents.....	\$ 75,000,000	
From Interest on Loans.....	14,000 00	
From State Dividend.....	111,000 00	
Less Appropriation of last year for Rebates on Rentals of School Fund Property.....	128,803 00	
	<u>328,803 00</u>	222,147 00
MISCELLANEOUS ITEMS		
For Printing and Stationery, Publication of Annual Report, Proceedings of the Board, Manual, Advertising, Blanks, and Miscellaneous Printing.....	\$ 7,775 00	
For Ground Rent of School Fund Lots used for School Purposes..	14,337 28	
For Office Rent, Rent of Rooms for School Purposes, and Ground Rent of Lots not belonging to School Fund.....	2,600 00	
For Abstracts, Tuition at Cicero, Tuning and Repairing Pianos, High School Anniversary, Normal School Anniversary, Chemicals for High School, Postage, Gas, Attorney's Fees, and Miscellaneous items not enumerated.....	2,625 00	
	<u>27,337 28</u>	
		\$622,209 78
Less portion of unexpended balance of previous years.	70,000 00	
Total amount appropriated.....		<u>\$552,209 78</u>

We also submit, in connection with our Annual Report, the report of the School Agent, for the Fiscal Year ending March 31, 1874.

Respectfully submitted,

C. J. HAMBLETON,

A. C. CALKINS,

LEANDER STONE,

Finance and Auditing Committee.

REPORT OF SCHOOL AGENT

FOR FISCAL YEAR ENDING MARCH 31, 1874..

The receipts and expenditures on account of the School Fund, for the Fiscal Year ending March 31, 1874, have been as follows :

RECEIPTS.

Cash on hand April 1, 1873.....	\$ 49,438 55
<i>Carpenter Fund—</i>	
From Interest on Bonds.....	\$ 70 00
<i>City Treasurer—</i>	
From Comptroller's Warrants on City Treasurer....	472,166 33
<i>Expenses—</i>	
From County Treasurer, excess of Warrant drawn to pay Taxes.....	60
<i>Interest—</i>	
From Bonds, Loans, Deposits, and Arrears in Rent..	14,210 78
<i>Moseley Book Fund—</i>	
From Interest on Bonds.....	700 00
<i>Newberry Fund—</i>	
From Interest on Bonds.....	70 00
<i>Rents—</i>	
From Lease of Lots and Lands.....	105,372 52
<i>State Dividend—</i>	
From A. G. Lane, County Superintendent,	
Taxes, &c., for 1872.....	74,021 33
<i>Teachers' Fund—</i>	
From City, School Tax Fund.....	279,887 63
<i>School Fund—</i>	
From H. Wisner, on account sale of land..	\$ 1,000 00
From City, for Damages to S ½ Block 87.	
S. S., Add by reason of widening River	11,795 00
	12,795 00
	959,294 19
	\$1,000 74

EXPENDITURES.

<i>Carpenter Fund—</i>		
For Books.....	\$	5 25
<i>Caspar Lauer Fund—</i>		
For Principal paid.....	\$500 00	
For Interest paid.....	28 61	
		528 61
<i>City Treasurer—</i>		
For Amount deposited with him.....	471,252 25	
<i>City of Chicago Bonds—</i>		
For 13 Municipal and 3 Water Bonds, \$1,000 each..	15,220 00	
<i>Foster Medal Fund—</i>		
For Medals.....	96 80	
<i>Interest—</i>		
For Accrued Interest on Bonds purchased.....	115 11	
<i>Jones Fund—</i>		
For Books &c.....	668 40	
<i>Moseley Book Fund—</i>		
For Books.....	579 76	
<i>Newberry Fund—</i>		
For Books.....	12 13	
<i>Teachers' Pay Rolls—</i>		
For Payment of Superintendent, Assistant Superin-		
tendent, and Teachers.....	465,744 94	
		\$954,223 25
Cash on hand April 1, 1874.....		54,509 49
		<u>\$1,008,732 74</u>

CONDITION OF SCHOOL FUND, APRIL 1, 1874.

<i>Principal</i>	\$141,734 99	
<i>Wharfing Lot Fund</i>	68,061 94	
<i>Carpenter Fund—</i>		
Principal.....	\$1,000 00	
Interest.....	111 70	
		1,111 70
<i>Foster Medal Fund—</i>		
Principal... ..	\$1,000 00	
Interest.....	127 37	
		1,127 37
<i>Jones Fund—</i>		
Principal.....	\$1,000 00	
Interest	186 02	
		1,186 02
<i>Moseley Book Fund—</i>		
Principal.....	\$10,400 00	
Interest.....	637 42	
		11,037 42
<i>Newberry Fund—</i>		
Principal.....	\$1,000 00	
Interest	93 81	
		1,093 81
<i>Teachers' Fund</i>	3,298 66	
<i>Teachers' Pay Rolls, unpaid March 31, 1874</i>	51,366 15	
		<u>\$280,018 06</u>

INVESTED AS FOLLOWS :

City of Chicago Bonds.....	\$133,275 00	
West Chicago Park Commissioners' Bonds.....	76,899 99	
Bills Receivable, secured by Mortgage.....	8,221 00	
Bills Receivable, personal security.....	950 00	
Bills Receivable, in suspense.....	814 32	
Railroad for Block 88, School Section.....	563 08	
Real Estate.....	1,002 75	
Joseph N. Barker Lot	3,782 43	
Cash on hand April 1, 1874.....	54,509 49	
		<u>\$280,018 06</u>

In addition to the foregoing, the City Comptroller has paid by Warrants on the City Treasurer, the following amounts, viz :

Expense—

For Salary of School Agent, 11 months.....	\$ 508 34	
For Special Assessment on School Fund Property.....	210 68	
For Blanks to be used in settlement with Lessees	12 00	
		<u>\$ 731 02</u>

Joseph N. Barker Lot—

For Dower of Mrs. M. O'Donoghue, 1 year to Jan. 15, 1874....	75 00	
		<u>\$ 806 02</u>

CHARLES C. CHASE,

School Agent.

REPORT OF THE COMMITTEE
ON
TEXT BOOKS AND COURSE OF
INSTRUCTION.

The Committee on Text Books and Course of Instruction report that the following named Text Books have been adopted for use in the Public Schools of Chicago for the School Year beginning on the first Monday in September, 1874 :

HIGH SCHOOL.

GENERAL DEPARTMENT.

Preparatory Studies reviewed, using the text books authorized in the District Schools.

Warren's Physical Geography.

Freeman's Outlines of History.

Putnam's Student's Atlas.

Ancient Geography, in connection with History.

Robinson's University Algebra.

Robinson's Elementary Algebra.

Davies' Legendre.

Gray's Botany.

Peabody's Astronomy.

Colbert's Astronomy.

Huxley & Youmans' Physiology.

Norton's Natural Philosophy.

Youmans' New Chemistry.
Dana's Geology and Mineralogy.
Quackenbos' Rhetoric.
Bowen's Political Economy.
Perry's Political Economy.
Townsend's Analysis of Civil Government.
Haven's Mental Philosophy.
Spalding's English Literature.
Taine's English Literature.
Shaw's English Literature.
Analytical Sixth Reader.
Drawing.
Graded Singer Number Four.
Woodbury's German Series.
Schiller's William Tell.
Schiller's Maria Stuart.
Fasquelle's French Course.
Chapsal's Literature Française.
Campbell's New German Course.

CLASSICAL DEPARTMENT.

Preparatory Studies reviewed, using the text books authorized in the District Schools.
Warren's Physical Geography.
Freeman's Outlines of History.
Putnam's Student's Atlas.
Ancient Geography, in connection with History.
Robinson's University Algebra.
Robinson's Elementary Algebra.
Davies' Legendre.
Huxley & Youmans' Physiology.
Norton's Natural Philosophy.
Spalding's English Literature.
Taine's English Literature.
Shaw's English Literature.
Analytical Sixth Reader.
Drawing.
Graded Singer Number Four.

Harkness' Latin Grammar.
Harkness' Latin Reader.
Arnold's Latin Prose Composition.
Hanson's Latin Prose.
Bowen's Virgil.
Anthon's Classical Dictionary.
Crosby's Greek Grammar.
Crosby's Greek Lessons.
Arnold's Greek Prose Composition.
Felton's Greek Reader.
Boise's Xenophon's Anabasis.
Boise's Homer's Iliad.
Andrew's Latin Lexicon.
Bullion's Latin Lexicon.
Liddell & Scott's Greek Lexicon.

HIGH SCHOOL CLASSES.

Warren's Physical Geography.
Huxley & Youmans' Physiology.
Robinson's Elementary Algebra.
Anderson's Outlines of General History.
Alden's Citizen's Manual.
Graded Singer Number Four.

NORMAL SCHOOL.

Preparatory Studies reviewed, using the text books authorized in the District Schools.
Davies' Legendre.
Peabody's Astronomy.
Colbert's Astronomy.
Huxley & Youmans' Physiology.
Norton's Natural Philosophy.
Youman's New Chemistry.
Tenney's Natural History.
Quackenbos' Rhetoric.
Spalding's English Literature.
Taine's English Literature.
Shaw's English Literature.
Haven's Mental Philosophy.

Analytical Sixth Reader.
Graded Singer Number Four.

DISTRICT, GRAMMAR, AND PRIMARY SCHOOLS.

Analytical Speller.
Webb's Model First Reader.
Analytical Second Reader.
Analytical Third Reader.
Analytical Fourth Reader.
Analytical Fifth Reader.
Anderson's History of the United States.
Greene's Introduction to Grammar.
Warren's Common School Geography.
Robinson's Practical Progressive Arithmetic.
Robinson's Rudiments.
Walton's Intellectual Arithmetic.
Webster's School Dictionary.
Webster's Primary Dictionary.
Youmans' First Book in Botany.
Webb's Charts.
Graded Singers, Numbers Two and Three.
Blackman's Graded Songs, Numbers One, Two and Three.
Payson, Dunton & Scribner's Writing Books.
Walter Smith Drawing Books.
Movable Cards, with Words and Letters, for the use of the
Tenth Grade.

Dictionaries.—Webster's and Worcester's Quarto Dictionaries shall be used as authority in definitions, and Webster's Dictionary as authority in orthography and punctuation; but the orthography of any scholar in exercises of composition shall not be deemed incorrect if in accordance with either Webster or Worcester.

LEANDER STONE,
EDWIN H. SHELDON,
C. J. HAMBLETON,

Committee on Text Books and Course of Instruction.

REPORT OF THE COMMITTEE ON THE EXAMINATION OF TEACHERS.

Since the last report, the Committee on the Examination of Teachers has held sixteen examinations; fourteen of Female Teachers, one of Male Teachers, and one of Candidates for the Greek Department of the High School, with the following results:

DATE.	Number Examined.	Number Successful.	Average of all Examined.	Average of Successful Candidates.	Number Appointed.
July 18, 1873.....	35	8	65.3	78.5	6
* July 11, 1873.....	6	3	72.3	80.4	0
† July 25, 1873.....	5	4	84.0	88.0	0
August 15, 1873.....	61	26	60.9	77.8	21
September 19, 1873.....	36	20	70.7	76.6	18
October 17, 1873.....	23	9	67.9	77.7	8
November 21, 1873.....	20	7	65.7	77.7	5
‡ December 19, 1873.....	5	5	79.9	79.9	5
December 19, 1873.....	18	11	68.4	75.5	8
January 16, 1874.....	7	2	59.0	76.4	2
February 20, 1874.....	14	6	67.7	79.0	3
March 20, 1874.....	19	7	66.9	78.2	5
April 17, 1874.....	20	5	64.3	79.4	2
May 15, 1874.....	15	9	71.4	76.4	3
‡ June 19, 1874.....	35	35	87.8	87.8	0
June 19, 1874.....	19	11	69.0	77.1	0
Total.....	338	168	68.9	79.8	86

* Male, for position of Principal. † For Greek in High School. ‡ Normal Graduates.

Respectfully,

LEANDER STONE,
C. J. HAMBLETON,
JAMES GOGGIN,
GEORGE C. CLARKE,
J. L. PICKARD,

Committee on the Examination of Teachers.

REPORT OF THE COMMITTEE
ON THE
APPOINTMENT OF TEACHERS.

The Committee on the Appointment of Teachers has held sixteen meetings during the year, and their work is presented as follows :

DATE OF EXAMINATION.	Number Appointed.	Number Transferred.	REMARKS.
August 26, 1873.....	24	28	Beginning of School Year.
September 24, 1873	15	1	
October 21, 1873.....	7	1	
November 11, 1873.....	8	1	
November 25, 1873	2	2	
December 13, 1873.....	7	1	} Commencement of Winter Term and opening of King School. } Third Avenue School re- opened.
January 2, 1874.....	2	15	
January 27, 1874.....	27	6	
February 10, 1874.....	6	7	
February 24, 1874.....	7	2	
March 25, 1874	10	2	} Commencement of Summer Term and opening of Ved- der Street School.
April 14, 1874.....	13	0	
May 1, 1874.....	2	17	
May 12, 1874.....	4	0	
May 21, 1874.....	0	1	
June 9, 1874.....	5	0	
Total	139	84	

TABLE OF CHANGES.

SCHOOLS.	Number of Teachers Sept. 1, 1873.	LOSSES.			GAINS.		Number of Teachers June 26, 1874.
		Transfer.	Resignation.	Death.	Transfer.	Appointment.	
High.....	25	1	0	*1	0	0	23
Normal.....	5	0	0	*1	0	1	5
Special Teachers.....	4	0	0	0	0	0	4
Jones.....	17	2	2	0	2	2	17
Scammon.....	20	1	2	0	0	1	18
Kinzie.....	15	0	1	0	1	2	17
Franklin.....	22	3	1	0	0	2	20
Washington.....	17	1	2	0	3	1	18
Moseley.....	21	1	0	0	0	2	22
Brown.....	27	3	5	0	6	5	+30
Foster.....	19	2	1	0	1	3	20
Ogden.....	16	1	0	0	1	1	17
Newberry.....	27	2	2	0	1	3	+27
Wells.....	21	2	0	0	0	4	+23
Skinner.....	24	1	1	0	1	2	25
Haven.....	20	6	2	0	2	4	18
Cottage Grove.....	12	1	3	0	2	4	14
Holden.....	20	4	3	0	0	0	22
Holstein.....	3	0	0	0	0	4	+7
Dore.....	18	1	0	0	1	2	20
Hayes.....	23	1	0	0	1	0	23
Clarke.....	18	7	1	0	0	9	19
Douglas.....	21	1	3	0	3	2	+22
Lincoln.....	17	0	2	0	0	1	16
Carpenter.....	19	2	0	0	1	3	+21
Burr.....	8	1	0	0	1	5	13
*King.....	0	2	1	0	14	2	13
Pearson Street.....	13	3	1	0	1	3	13
Elizabeth Street.....	8	0	0	0	1	0	9
Walsh Street.....	15	2	1	0	1	3	16
Mitchell Street.....	14	5	1	0	1	5	14
Wentworth Avenue.....	14	3	0	0	1	1	13
*Vedder Street.....	0	0	0	0	11	3	14
Blue Island Avenue.....	1	1	0	0	1	0	1
Calumet Avenue.....	11	0	0	0	0	0	11
Lincoln Street.....	14	5	0	0	2	2	13
*Third Avenue.....	0	2	2	0	7	9	12
Sangamon Street.....	14	0	1	0	1	1	15
Polk Street.....	13	5	0	0	4	1	13
Lawndale.....	2	0	0	0	0	0	2
		72	38	2	72	102	
		Total Losses, 112			Gains, 174		
Total.....	578				62		640

* Lavinia C. Perkins, Teacher in both High and Normal Schools, died April 29, 1874.

† Leave of absence has been granted to two teachers of the Brown School, and to one teacher in each of the other schools thus marked.

‡ Schools opened after the beginning of the School Year. King School, January 5, 1874. Third Avenue, February 2, 1874. Vedder Street, May 6, 1874.

Respectfully submitted,

WILLIAM H. KING,

EBEN. F. RUNYAN,

JOHN JOHNSTON, JR.,

Committee on the Appointment of Teachers.

REPORT OF THE COMMITTEE ON THE HIGH SCHOOL.

The Committee on the High School present as their report the annexed reports of the Principal of the High School, and of the Special Committees appointed to attend the examinations at the close of the year :

REPORT OF THE PRINCIPAL.

To Messrs. E. F. RUNYAN, E. H. SHELDON, and GEO. C. CLARKE,
Committee on the High School.

GENTLEMEN :—The following table shows the whole number of pupils in the several classes during the year, and the number remaining at the close of the year :

CLASSES.	WHOLE NUMBER DURING THE YEAR.			WHOLE NUMBER AT THE CLOSE OF THE YEAR.		
	Males	Females	Total	Males	Females	Total
Senior.....	20	45	65	18	42	60
First Middle.....	35	72	107	29	54	83
Second Middle.....	84	98	182	61	74	135
Junior.....	83	66	149	57	49	106
High School Classes.....	58	183	241	37	132	169
Total ..	280	464	744	202	351	553

The attendance at the High School during the past year is shown by the following table:

SUMMARY OF ATTENDANCE.

MONTHS.	Number Admitted.	Number Left.	Number of Tardinesses.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.	Number in Classical Department	Number Studying French.	Number Studying German.	Number in Gene- ral Department Studying Latin.
September.....	732	34	37	725	710	687	96.7	43	46	259	288
October.....	23	31	53	719	706	680	95.3	41	46	254	286
November.....	28	45	135	704	688	659	95.8	42	45	243	278
December.....	38	46	132	686	674	642	95.3	40	44	238	276
January.....	36	57	142	660	638	606	95.1	63	47	237	234
February.....	38	49	45	645	626	600	95.4	60	43	234	229
March.....	23	40	68	624	613	585	95.4	58	43	223	223
April.....	32	48	85	611	595	569	95.6	57	41	221	221
May.....	39	58	81	602	575	539	93.8	57	41	200	213
June.....	14	29	77	570	558	532	95.3	56	38	196	198
Total.....	1003	434	885	....	....	....	....	....	....	....	....
Average for Year.	....	....	....	....	639	610	95.5	....	....	....	....

GRADUATES OF 1874.

The following are the names of the graduates of the High School, at the Anniversary, held June 26, 1874:

AMELIA M. ACKERMANN.
 MATEY C. AYRES.
 FERDINAND L. BARNETT.
 EMMA BEIDLER.
 ETTA A. BELL.
 WILLIAM M. BOOTH.
 CAROLINE BUECHELL.
 MAGGIE E. CONLISK.
 ALLAN M. CULVER.
 HARRIETTE V. DEAN.
 JAMES R. DEWEY, JR.

LAURA F. KITCHELL.
 LOUISA KROEBER.
 JOSEPH T. LADD.
 DORABEL LAING.
 CARRIE A. LEONARD.
 PAULINE LIBERMAN.
 MARY E. LIVINGSTON.
 SARAH J. McELROY.
 HARRY McROY.
 LEVY H. MAYER.
 MARY C. MORSE.

CHARLOTTE A. DODD.	RAYMOND A. PATTERSON.
JAMES A. DONEGAN.	ANNA M. PAYNE.
MARY R. DOWNS.	WILLIAM M. PAYNE.
ALICE DUFFIELD.	MARY E. PEPPER.
CLARA E. EDDY.	ANNA M. PHILLIPS.
FRANKLIN P. FISK.	FLORENCE ROBINSON.
WILLIAM E. GARD.	JOSEPH W. SEXTON.
SARAH J. GIBSON.	LIZZIE I. SHOEMAKER.
GINEVRA GILLETTE.	PAUL SHOREY.
ADA M. GREGORY.	LAZELL D. SHOURDS.
FREDERIC J. GURNEY.	MINNIE G. SINCLAIR.
MAMIE E. HARRIS.	M. LUCIE SPOONER.
FANNIE E. HASBROUCK.	FANNIE STAPLETON.
ANASTASIA T. HEALY.	CARRIE C. STONE.
KATIE M. HERON.	CARRIE R. STONE.
THOMAS H. HOOD.	HOMER F. STONE.
FRANCES S. JENESON.	H. IMOGEN TERRY.
M. EMMA JONES.	EMMA P. TUSTIN.
EDWARD F. JORDAN.	SARAH G. WENTWORTH.
LEMUEL KATLINSKY.	CLARA M. WHITMAN.
FRANK J. KITCHELL.	THOMAS W. WING.

The prize for the highest scholarship was awarded to Paul Shorey, and a second to Emma P. Tustin, who had the highest rank of those not absent nor tardy during the High School Course.

Mary E. Jones had not been absent or tardy for eight years, and Lizzie I. Shoemaker for seven years.

EXAMINATION FOR ADMISSION.

The result of the examination of candidates for admission to the High School, held June 17 and 18, 1874, is shown in the following table :

SCHOOLS.	NUMBER EXAMINED.		NUMBER ADMITTED.		Average Scholarship of those Examined.	AVERAGE AGE OF THOSE ADMITTED.	
	Males	Females	Males	Females		Males	Females
Jones	5	2	5	1	78.1	14-11	15- 8
Scammon	3	13	3	13	83.1	14- 5	14-11
Kinzie	10	8	9	8	77.4	15- 1	16- 0
Franklin	5	8	5	8	84.5	15- 8	15- 1
Washington	12	13	12	13	85.3	15- 0	15- 5
Moseley	16	13	16	13	81.6	15- 7	15- 6
Brown	29	35	29	35	81.8	15- 6	16- 0
Foster	8	15	8	15	82.5	15- 8	15- 4
Ogden	7	14	7	14	80.0	15- 5	15-11
Newberry	2	7	2	7	77.2	13- 3	15- 1
Wells	4	14	4	14	79.9	14-10	14-11
Skinner	12	31	12	31	84.4	15- 8	15- 6
Haven	14	19	14	19	80.8	15- 4	14- 9
Cottage Grove	7	12	7	12	81.2	15- 1	15- 7
Holden	1	16	1	16	79.1	16- 2	15- 8
Dore	5	15	5	15	83.7	15- 0	15- 8
Hayes	13	21	13	21	87.1	14-11	15- 8
Clarke	8	11	8	11	80.9	15- 7	15- 6
Douglas	5	14	5	14	81.6	15-10	16- 4
Lincoln	8	17	8	16	79.5	16- 1	15-10
Total	174	298	172	296	81.5	15- 3	15- 6

Respectfully submitted.

GEORGE HOWLAND,

Principal.

The annual examinations were held upon Monday and Tuesday, June 22 and 23. Six Special Committees, consisting of gentlemen from the city not connected with the Board of Education, were requested to attend the examinations, and to report the result of their observations, together with such recommendations as they might see fit to make touching the workings of the High School.

The following reports have been received :

REPORT OF COMMITTEE ON ANCIENT LANGUAGES.

TO MESSRS. E. F. RUNYAN, E. H. SHELDON, and GEO. C. CLARKE,
Committee on the High School.

GENTLEMEN :—The undersigned, appointed by you to attend the closing examinations in the department of Ancient Languages of the Chicago High School, held June 22 and 23, 1874, having given such portion of our time as was at our disposal on those days, would respectfully present the following report :

The feature which gave us the greatest satisfaction was the successful combination of the technical drill of the best Eastern Colleges with instruction in the literary and historical matter of the author. This had clearly produced the livelier interest in the study that we always supposed it would, if properly tried. The drill in the technics of the languages appeared entirely thorough, notwithstanding the instruction had been given with the aids and under the inspiration of literary and historical culture. This, many of us were taught to look upon as impracticable.

We were agreeably impressed with the proficiency of the young ladies of the High School. As a class they seemed to be not merely bright and intelligent, but diligent and thorough students.

We can only add that we have no criticisms to make that are not complimentary.

Very truly,

FRANKLIN MACVEAGH,
WASHINGTON HESING,
Committee.

REPORT OF COMMITTEE ON MODERN LANGUAGES.

TO MESSRS. E. F. RUNYAN, E. H. SHELDON, and GEO. C. CLARKE,
Committee on the Chicago High School.

GENTLEMEN — We, the undersigned, having been appointed a Special Committee to attend the closing examinations in the department of Modern Languages of the Chicago High School, beg leave to report :

That we have attended the examinations of the classes in German and French, and find that the teachers, Miss Misch in the German Department, and Mr. Demars in the French Department, are thorough in their methods of teaching, both as regards the construction of the language and the correct pronunciation of it ; that the scholars, with few exceptions, have made commendable proficiency in their studies ; and that the Senior Classes, especially, show a remarkable familiarity with the languages taught them.

Finally, we congratulate the Honorable Board of Education in having secured the services of so competent and efficient teachers as Miss Misch and Mr. Demars.

Respectfully, &c.,

A. L. CHETLAIN,
ED. CARREY,
N. K. KOHLER,
Committee.

REPORT OF COMMITTEE ON HISTORY AND POLITICAL
ECONOMY.

To Messrs. E. F. RUNYAN, E. H. SHELDON, and GEO. C. CLARKE,
Committee on the High School.

GENTLEMEN :—The undersigned, appointed by you as Visitors or Examiners of Classes in History and Political Economy in the Chicago High School, attended to that duty as best we could, and beg leave to report :

1st. In both departments we were highly pleased with the *methods of teaching* as illustrated in the examinations, being that of direct looking at the subjects, and not the dry memorizing of the authors; and also a calling out of what is in the pupil, rather than the filling up process. So much were we delighted with this that we give it this special mention, and to Profs. Willard and Howland our highest commendation.


2d. The proficiency of the classes was satisfactory.

Very respectfully,

H. W. THOMAS,
Z. GROVER,
Committee.

The Graduating Exercises, held on Friday, June 26, were very creditable to those who participated in them, and commended the efficiency of the school.

The Committee would express their gratitude to



those gentlemen who served upon the several Examining Committees.

The following table gives several items of interest regarding the High School from the date of its organization.

	Number Admitted.	STUDIES PURSUED.				GRADUATES.			
		Studying Latin.	Studying German.	Studying French.	Pursuing Complete Classical Course.	From General Department.	From Classical Department.	From Normal Department.	Total Graduates. Class Graduating— Number Entered.
1856.....	176	....	....	....	..	....	....	....	....
1857.....	46	64	61	41	..	....	....	....	....
1858.....	145	111	75	57	17	....	....	7	7
1859.....	122	139	112	....	....	15	4	5	24
1860.....	101	154	103	32	....	23	8	11	42
1861.....	159	<i>No Separate Report.</i>				26	4	9	39
1862.....	150	<i>No Separate Report.</i>				27	7	15	49
1863.....	163	<i>No Separate Report.</i>				19	4	22	45
1864.....	183	<i>No Separate Report.</i>				19	5	29	53
1865.....	199	<i>No Separate Report.</i>				21	6	17	44
1866.....	199	<i>No Separate Report.</i>				15	6	22	43
1867.....	235	119	170	33	20	27	5	26	58
1868.....	213	113	239	46	28	25	7	25	57
1869.....	269	110	246	50	17	44	10	34	88
1870.....	352	174	290	80	19	38	6	18	62
*1871.....	246	233	264	52	35	43	10	26	79
1872.....	381	213	234	54	29	46	8	....	54
1873.....	421	265	250	56	43	66	7	....	73
1874.....	409	198	196	38	56	54	10	....	64
Total.....	4229	....	....	...	....	507	108	266	881

* Normal Department made a distinct School.

† Course of Study changed from three years to four years.

Respectfully submitted,

EBEN. F. RUNYAN,
EDWIN H. SHELDON,
GEORGE C. CLARKE,
Committee on the High School.


REPORT OF THE COMMITTEE
ON THE
NORMAL SCHOOL.

The higher standard of scholarship required for admission to, and the revised course of study adopted for the Normal School in 1871, have been fairly tested, and found to be a step in the right direction.

Since raising the standard of scholarship for admission, the number of successful applicants has largely increased.

Forty young ladies have graduated from the Normal during the year, and all passed a satisfactory examination, and were granted partial certificates of qualifications to teach.

During the same time, forty-one young ladies have been members of the Special Class in the Normal School. This class is composed of inexperienced teachers, who have been granted partial certificates by the Board of Education, and who are not graduates of the Normal School. They are instructed in



the special work of a teacher, and drilled in the School of Practice.

We believe that still better results would be obtained if the standard of scholarship for admission to the Normal School was advanced so as to require the applicant, in addition to the present prescribed qualifications, to pass a satisfactory examination in all the studies pursued in the second year of the High School Course.

If two years were spent in the High School previous to admission to the Normal, a portion of the academic work now done in the latter might be superseded by work of a more practical character, having a more direct and beneficial influence upon the duties of the graduates as teachers in the schools of the city.

We gladly bear witness to the faithful and efficient manner in which Edward C. Delano, the Principal, and his Assistants, and Caroline S. Wygant, Principal of the School of Practice, have discharged their respective duties.

The report of the Principal of the School for the year is appended, to which we call attention.

Respectfully submitted.

JOSEPH S. REYNOLDS,
A. C. CALKINS,
JAMES GOGGIN,

Committee on Normal School.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL.

TO MESSRS. J. S. REYNOLDS, A. C. CALKINS, and JAMES GOGGIN,
Committee on the Normal School.

GENTLEMEN:—The attendance at the Normal School during the year ending June 26, 1874, as indicated by the accompanying table, was unusually satisfactory. Twenty-seven pupils were present at every session, and twenty were neither absent nor tardy.

SUMMARY OF ATTENDANCE.

MONTHS.	Number Admitted.	Number Left.	Number of Tardinesses.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.	Number in First Senior Class.	Number in Second Senior Class.	Number in First Junior Class.	Number in Second Junior Class.	Number in Special Class.
September.....	130	2	3	129	117.2	114.4	97.6	5	35	17	41	30
October.....	6	12	10	131	125.6	121.9	97.1	5	34	16	40	27
November.....	5	15	35	124	117.4	112.6	96.2	5	34	16	39	18
December.....	2	12	35	113	106.7	102.6	96.2	5	33	16	38	10
January.....	35	18	22	130	128.2	119.6	97.1	35	15	38	23	8
February.....	5	7	17	121	118.2	115.0	97.3	35	15	37	24	6
March.....	3	4	9	119	117.2	113.2	96.5	35	15	37	24	5
April.....	6	5	8	115	112.6	110.2	97.8	33	15	36	24	3
May.....	5	5	21	111	110.0	105.0	95.5	35	15	34	27	0
June.....	6	1	16	111	110.4	106.7	96.6	35	15	34	26	0
Total.....	191	81	178	.....	.....	.....	.....	.....	.....	.....	.....	.....
Average for year.....	.....	.....	.....	.....	115.9	112.2	96.8	.....	.....	.....	.....	.....

CLASS OF DECEMBER, 1873.

On December 19, 1873, five pupils graduated, whose names are as follows:

LIZZIE COFFEE.

BOTHELLA G. JACOBS.

EVELINE GOULD.

ANNA MURPHY.

MARY M. NEWELL.

The entire class were awarded partial certificates

by the Board of Education, after passing a satisfactory examination upon the following questions :

1. What is the difference between Simple Numbers and Compound Numbers?
2. Define an *Abstract Number*, a *Concrete Number*, *Decimals*, *Evolution*.
3. How do *Linear*, *Square*, and *Cubic Measure* differ from each other?
4. Solve by Arithmetic or Algebra the following: Two numbers bear to each other the relation of $\frac{1}{3}$ to 3. Their sum is 2 less than $\frac{4}{5}$ of the larger number. What are the numbers?
5. Find the true discount of a note for \$1875, due two years from date, with interest at 8 per cent. per annum discounting at the rate of 10 per cent. per annum.
6. Find the value of x in $\frac{x+5}{2} - \frac{x-1}{4} = 5 - \frac{x+6}{6}$
7. Demonstrate: That in a rectangle two diagonals mutually bisect each other.
8. Analyze: A man sold a piece of property for \$6000, and gained by the sale 25 per cent. upon his purchase money. What did the property cost him?
9. Multiply 5 by $\frac{3}{4}$ and divide the product by $\frac{1}{2}$, decimally.
10. Find the length of a cord that, fastened at the ground 60 feet from the wall, will just reach the top of a wall 45 feet high.

-
1. Write the plural of *Pony* and *Attorney*, and give the rules that apply.
 2. Give three uses of the word *that*, with illustrations.
 3. Give all the participles, active and passive, of the verbs *to rise* and *to raise*.
 4. Write two sentences, having the same meaning, one in the active and the other in the passive voice.
 5. Analyze the following sentence :
"Where I *could not be honest*, I never yet was valiant."
 6. Parse the italicized words in the last sentence.
 7. Give a synopsis of some verb in the indicative, imperative and subjunctive modes.

8. Correct the following sentences, giving reasons for changes made:

Who did you see yesterday?

Will you let him and I set together?

It was her that done it.

A variety of errors appear in these sentences.

9. Write a short letter recommending a friend as qualified to teach.

-
1. Name two or more early English writers, with some account of their writings.
 2. Two or more early American writers, with some account of their works.
 3. Name two or more prominent American orators, and give some account of them.
 4. What can you say of J. Fennimore Cooper?
 5. What of Cowper?
 6. Name three of the great poets of our language.

-
1. What is a *Dynasty*; a *Monarchy*; an *Oligarchy*; a *Theocracy*?
 2. Some account of Alexander the Great.
 3. Queen Elizabeth.
 4. The *Triumvirate*; the *Protectorate*.
 5. Egyptian Pyramids.

-
1. Define *Chemistry*; *Physics*.
 2. Light—its nature and laws.
 3. Name the most common chemical elements which compose the bulk of the earth's surface.
 4. What is life? The principal points of difference between plants and animals?
 5. What winds are rainy winds in New York, in San Francisco, in Liverpool, in Chicago—and why?
 6. Where does *Rice* grow? *India Rubber*? *Cork*? *Cinnamon*? the *Banana*? the *Palm*?

7. Name the important and necessary parts of a flower; of a seed.
8. Digestion.
9. Do all the stars rise and set in our latitude? What stars never sink below the horizon in our latitude?
10. What States in the Union have most coal?

EXAMINATION FOR ADMISSION.

At an examination for admission held on December 18, 1873, twenty applicants, having attained the prescribed average, were admitted. The following questions were used in the examination :

ALGEBRA.

1. Define similar quantities, polynomials, positive and negative quantities.
2. What will be the sum of two equal similar terms having unlike signs? Their difference? Their difference if they have like signs?
3. Resolve $x^2 + x - 30$ and $2ab^2 + 18ab + 36a$ into prime factors.
4. Compare algebraic and arithmetical addition and subtraction of fractions.
5. Solve the following equation, and give the axiom on which each step of the solution depends :

$$\frac{x+1}{2} + \frac{x+2}{3} = 16 - \frac{x+3}{4}$$
6. Give the axioms used in the methods of elimination by addition and subtraction, and by comparison.
7. The sum of \$660 was raised by four persons, the first giving $\frac{1}{2}$ as much as the second, and the fourth as much as the second and third, and the third as much as the first and second. How much did each contribute?
8. Find the square root of $4a^{2m}x^4$; the cube root of $-8a^3x^{3n}$; the fourth root of $16a^3y^{2n}$.
9. Divide $x^{m+1} + x^m y + y^{m+1}$ by $x^m + y^m$.
10. Find the value of x in the equation $\sqrt{x-24} = \sqrt{x-2}$.

PHYSICAL GEOGRAPHY.

1. Reasons for believing that the earth was once a melted mass of matter.
2. Darwin's theory for the various kinds of coral formation.
3. Name and locate the low plains of Asia.
4. Give the names and location of five active volcanoes.
5. Explain the lack of rain in Colorado, Peru, and Sahara.
6. Account for the saltiness and phosphorescence of the sea.
7. State two reasons for the belief that the moon causes the tides.
8. The common cause of atmospheric and oceanic currents.
9. If a particle of air were to begin its southward motion from the northern polar regions on the meridian of Chicago, what direction from the meridian would it be on reaching the latitude of Chicago?
10. Water spouts.

PHYSIOLOGY.

1. The office of the lungs. The effects of their compression.
2. The connections of the cavities of the heart,
3. The effects of excessive, and of insufficient exercise.
4. Show the necessity of ventilation.
5. What fluids are mixed with the food during digestion?
6. Describe the layers of the skin.
7. How is the chest enlarged and diminished in respiration?
8. Describe the spinal column.
9. What is the source of bodily heat? How is heat lost?
10. Necessity of frequent bathing.

HISTORY.

1. Name and give the location of the oldest monarchies described in history.
2. Brief account of Palestine.
3. Name five distinguished men of ancient Greece.
4. Number, cause, and result of the Punic Wars.
5. Name the four most powerful tribes of the Dark Ages, and locate the regions occupied by them.
6. State three important acts of William the Conqueror.

7. What was the South Sea Scheme, and in whose reign did it occur?
8. The Edict of Nantz.
9. The origin of the Thirty Years' War.
10. The government of Switzerland.

EXAMINATION OF GRADUATING CLASS OF JUNE, 1874.

On the 19th of June, 1874, the members of the Senior Class were examined for partial certificates on the following questions :

1. Define *Cancellation, Least Common Multiple, Denominator, Brokerage, Insurance.*
2. Divide One Thousand Seven Hundred Twenty-Eighty by Ninety-Six, and explain each step in the process.
3. Write full analysis :

In an orchard one-third of the trees bear apples, one-fifth bear pears, one-tenth bear cherries, and the rest, which are ten more than one-third the trees, bear peaches. How many trees in the orchard?

4. A man's house, valued at \$5,000, is insured at $\frac{1}{10}$ of one per cent. per annum; his furniture, valued at \$1,000, is insured at $\frac{1}{4}$ of one per cent. By fire, after twenty years' insurance, he loses all. How much more does he receive than he has paid?

5. Find values of x and y in the equations—

$$3x - \frac{y-4}{4} = 35$$

$$2y - \frac{x+4}{4} = 12$$

6. Solve, by algebra or by arithmetic, the following :

A man leaves to one son \$600 less than one-half his estate; and to another \$400 more than one-third the estate. They have equal sums. What was the value of the estate? What was each son's share? How much remained?

7. Find the present worth of a note for \$2,750, due two years three months hence, without interest, money being worth 9 per cent. per annum.

8. Prove that the diagonals of a parallelogram mutually bisect each other.

1. What do you know of the Nervous System?
 2. How do you find the Specific Gravity of Solids?
 3. How is the boiling point affected by altitude, and why?
 4. Name the principal Oceanic Currents and their causes.
 5. Why do Isothermal lines vary from lines of Latitude?
 6. Functions of Leaves? of Roots?
 7. Classes of Animals? Upon what is the classification based?
 8. What are the Rainy Winds of Northern Illinois, and why?
 9. How is sound propagated?
-

1. Name three localities in the United States that have been the scenes of battle. When were the battles fought, and what were the opposing forces?
 2. How is silk produced, and what countries are largely concerned in its manufacture?
 3. With what nations does Illinois exchange her productions, and what are the principal articles of exchange?
 4. During whose reign in England did the "Revolutionary War" occur?
 5. What nations have existed for a longer or shorter time under a Republican form of Government, named in chronological order?
 6. What States in this Union have no sea coast? What States have a lake coast?
 7. In how many wars have the United States been engaged, and with what nations, and for what principal cause in each case?
 8. Name five leading Generals of different nationalities in history; the nationality, and the time when each flourished.
-

Define: *Simple sentence, compound sentence, complex sentence* and give an example of each.

2. What are the principal parts of a verb, and why so called? Give the principal parts of *fly, flee, flow, tell, toll*.
3. Write two sentences having the same meaning, one in the active and the other in the passive voice.
4. Give three uses of the word *that*, with illustrations.

5. Correct the following, giving reasons for changes made :
 If I was him I would see whom it is.
 What signifies fair words without good deeds.
 The General with all his soldiers were taken.
 Will you let him and I set together.

-
1. Tell something of the plot, and name some of the characteristics of the play of Hamlet.
 2. Name separately some of Shakspeare's Comedies, Tragedies, Historical Plays.
 3. Name some of the authors cotemporary with Shakspeare. Names and character of their works.
 4. Name five Historical writers of this century, and give titles of their works.
 5. Give a line of verse from Shakspeare, Goldsmith, Burns, Moore, Tennyson, and Longfellow, and state from what play or poem it is taken.

In the examination only one member of the class stood below 80. The highest average attained, including the mark for practice teaching in the Training School, was 96.7. Partial certificates were given to the entire class.

CLASS OF JUNE, 1874.

On the 26th of June the closing exercises of the Normal School occurred, in connection with the Anniversary Exercises of the High School. On that occasion thirty-five pupils graduated, whose names are subjoined :

RUTH BEARDSLEY.
 LOUISA C. BLANKS.
 ELLEN M. BOND.
 ADA BUNDY.

E. JESSIE LAW.
 ELIZABETH MCCARTHY.
 MARY J. MCNAMARA.
 JEMIMA W. NEIGHBOR.

KATIE J. CHRISTIAN.	S. ELLEN NEIGHBOR.
MARY W. COUCH.	MARY F. O'CONNOR.
CECILIA DAMMERS.	ANNA E. PANKER.
MARY E. DANFORTH.	HATTIE P. PECK.
LORENA DE GOLYER.	HANNAH E. PROCTOR.
HENRIETTA DUPUY.	LIZZIE QUIGG.
MARY E. J. FITZ SIMMONS.	CHARLOTTE M. RIBOLLA.
JOANNA E. FOLEY.	LILLIAN RICKERSON.
MARION S. FULLERTON.	MARION L. RUSSELL.
AVI E. GARRISON.	HELEN C. SANCHEZ.
MARY F. A. HANNAN.	ELLA F. SHELDON.
LOUISA HEERWAGEN.	BERTHA STEIGER.
EFFIE LALANDE.	EMILY A. WRIGHT.

ELIZA YOUNDALE.

Prizes, consisting of valuable books, were presented by Hon. Joseph S. Reynolds, to Misses Hannah E. Proctor, Ella F. Sheldon, and Marion S. Fullerton, for excellence in scholarship.

EXAMINATION FOR ADMISSION.

At the examination for admission to the Normal School on June 17, 1874, 87 candidates were present, of whom 75 were successful. The applicants were examined upon the following questions :

PHYSIOLOGY.

1. Compression of the Chest.
2. The effect of exercise on Circulation, Respiration, and Digestion.
3. Describe the working of the Heart.
4. Differences between inspired and expired air.
5. Trace the course of a portion of food from the mouth to its entrance into the circulation.
6. Define the following: *Cartilage, Synovia, Iris, Cerebrum, Tympanum.*

7. Give your views on Bathing and on Ventilation.
8. Distribution of Arterial Blood through the body.
9. Common defects of the Eye, their cause and remedy.
10. Uses of the study of Physiology.

PHYSICAL GEOGRAPHY.

1. Name three Geological Ages, and give the characteristics of each.
2. Coral formations.
3. Name the great Low Plains of the world.
4. Classification and distribution of volcanoes.
5. Explain the phenomenon of Intermittent Springs, illustrating the explanation by a diagram.
6. Name the chief Oceanic movements, and state the causes of two of them.
7. The Trade Winds.
8. The phenomena of Hail, Clouds, and Dew.
9. The races of Men, their characteristics and location.
10. Earthquakes.

HISTORY.

1. Theban war.
2. Final subjugation of Ancient Greece.
3. Brief account of the attack upon Rome by the Gauls.
4. Name the twelve Cæsars, and give the characteristics of three of them.
5. Who were the Saracens? The Franks? The Normans? The Saxons?
6. Richard I. of England.
7. Mahomet.
8. Name five important events that occurred in the Sixteenth Century, also the nations connected with each.
9. Battles of Lutzen and of Leipsic.
10. Sentiment of the English Nation during the reigns of Charles I. and Charles II.

ALGEBRA.

1. From $(a + b)(x + y) - (c - d)(x - y) + h^2$ take $(a - b)(x + y) + (c + d)(x - y) + k^2$.
2. Multiply $a^m - a^n + a^2$ by $a^m - a$.
3. Divide $48x^3 - 76ax^2 - 64a^2x + 105a^3$ by $2x - 3a$.
4. From $\frac{a + b}{a - b}$ take $\frac{a - b}{a + b}$.
5. Find the sum of $\sqrt{18}$, $\sqrt{32}$, $\sqrt{50}$, and $\sqrt{72}$.
6. Given $\frac{5x - 9}{\sqrt{5x - 3}} - 1 = \frac{\sqrt{5x - 3} - 3}{2}$, to find x .
7. Extract the square root of $10x^4 - 10x^3 - 12x^2 + 5x^2 + 9x^6 - 2x + 1$.
8. Given $\frac{ax}{2} + \frac{bx}{3} = c$ to find value of x .
9. Out of a cask of wine, which had leaked away one-third, 21 gallons were drawn, and then the cask was found to be half full; how much did it hold?
10. A bill of \$34 was paid in half dollars and dimes, and the number of pieces of both sorts were just 100; how many were there of each?

Respectfully submitted,

EDWARD C. DELANO,

Principal.

SECRET//NOFORN

There is a need to increase the number of teachers and to improve the quality of the trained and average teacher. The quality of the curriculum, the vitality of the curriculum, the management and the cost of the curriculum are also important.

[illegible]

The instructions to the Teachers of the several Evening Schools, in reference to classifying the occupation of pupils, as shown on page 190, were as follows :

Agriculture—to include Florists, Gardeners, Stock Herders, &c.

Manufactures—to include Laborers in shops, Architects, Builders, &c.

Transportation—to include Railway Employes, Sailors, Teamsters, Expressmen, Insurance Agents, &c.

Professions—to include Teachers, Physicians, Dentists, Lawyers, Clergymen, and Students of same, Journalists, Printers, &c.

Tradesmen—to include Merchants and Clerks, Hotel Keepers, Saloon Keepers, &c.

Personal Service—to include Janitors, Messengers, Day Laborers, News-boys, Boot-Blacks, &c.

The Enrolment at the several schools by weeks, as given in the table on page 191, shows the total enrolment from the commencement of the session to the close of each week.

Respectfully submitted,

EDWIN H. SHELDON,
T. J. BLUTHARDT,
INGWEL OLESON,
A. C. CALKINS,
LEANDER STONE,
JAMES GOGGIN,

Committee on Evening Schools.

ENROLMENT AT EVENING SCHOOLS DURING SESSION OF 1873.

WEEK ENDING	JONES.			SCAMMON.			KINZIE.			FOSTER.			NEWBERRY.			HOLDER.			SANGAMON STREET.			TOTAL ENROLLMENT.		
	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.
	Females.			Females.			Females.			Females.			Females.			Females.			Females.			Females.		
September 26.....	74	28	102	68	9	77	150	30	180	118	23	141	137	30	167	83	14	97	169	25	185	790	159	949
October 3.....	157	42	199	98	16	114	170	33	203	211	29	240	192	44	236	112	21	133	237	40	277	1127	225	1402
October 10.....	210	51	261	175	18	193	187	34	221	273	34	307	219	52	271	127	28	155	312	50	362	1443	267	1710
October 17.....	240	67	307	130	21	151	230	37	267	307	37	344	237	56	293	133	31	164	325	58	383	1602	307	1909
October 24.....	269	90	359	146	21	167	253	39	292	341	42	383	257	59	316	135	33	168	347	73	420	1748	357	2105
October 31.....	292	98	390	157	23	180	269	43	312	377	44	421	263	61	324	140	33	173	354	78	432	1852	380	2234
November 7.....	319	107	426	159	26	185	284	45	329	406	47	453	268	63	331	141	33	174	370	81	451	1947	402	2349
November 14.....	338	112	450	167	27	194	290	47	337	427	53	480	278	64	342	142	34	176	388	86	474	2030	423	2453
November 21.....	352	115	467	176	29	205	299	47	346	444	54	498	290	66	356	144	34	178	408	91	499	2113	436	2549
November 28.....	361	120	481	182	29	211	307	50	357	444	54	498	299	66	365	145	35	180	412	93	505	2150	447	2597
December 5.....	369	121	490	184	30	214	311	51	362	444	54	498	310	67	377	147	35	182	425	96	521	2190	454	2644
December 12.....	371	123	494	185	30	215	323	53	376	450	55	505	324	69	393	148	35	183	429	98	527	2230	463	2693
December 19.....	371	123	494	185	30	215	323	53	376	450	55	505	325	69	394	148	35	183	429	98	527	2231	463	2694

EVENING SCHOOLS—SESSION OF 1873.

SCHOOLS.	TEACHERS.			PUPILS.										STUDIES.									
	Number.			Average.		Enrolled.		Largest Attendance.		Smallest Attendance.		Average Attendance.		Reading.		Writing.		Arithmetic.		Other Studies.			
	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
Jones	4	2	6	3	1.55	4.65	371	123	494	120	48	168	43	18	61	95.5	30.6	126.6	371	123	494	18	4
Scammon.....	3	1	4	3	1.00	4.00	185	30	215	77	9	86	7	2	7	52.3	10.3	62.6	180	30	210	145	25
Kinzie.....	3	6	9	4	4.00	8.00	323	53	376	142	24	166	63	15	70	143.7	20.3	164.0	353	53	376	323	53
Foster.....	7	13	20	4	1.9	3.3	459	55	505	203	33	236	72	18	88	145.7	20.3	166.0	450	55	505	400	40
Newberry.....	8	11	19	5	2.5	6.00	325	69	394	117	34	151	38	8	46	91.7	23.6	115.3	325	69	394	325	69
Holden.....	5	0	5	1	2.5	6.00	148	35	183	72	15	87	7	4	11	33.1	8.1	41.2	146	35	181	146	35
Saugamon St. .	7	13	20	3	2.9	3.2	429	98	527	149	33	182	72	20	98	112.6	26.0	138.6	429	98	527	343	90
Total ..	30	31	61	19	18.1	37.4	2231	463	2694	880	196	1076	302	91	393	64.0	14.5	78.5	2224	463	2687	2225	463
																						327	68
																						395	305

SCHOOLS.	NATIONALITY.			OCCUPATION.										SCHOOLS.			
	American.		Foreign.	Agriculture.		Manufactures.		Transportation.		Professions.		Tradesmen.		Personal Service.		Unknown.	
	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Jones	159	50	215	206	73	279	12	..	..	16	1	73	..	115	75	21	29
Scammon.....	111	18	129	74	12	86	..	..	..	9	38	38	1	22	21	43	..
Kinzie.....	212	32	244	111	21	132	..	..	..	5	..	90	24	144	58	172	1
Foster.....	236	41	277	214	14	228	9	..	..	13	1	97	8	105	84	16	100
Newberry.....	224	52	276	201	17	218	10	..	..	17	..	50	5	55	26	41	67
Holden.....	115	24	139	33	11	44	..	..	..	..	..	13	..	12	10	22	12
Saugamon St. .	82	12	94	347	86	433	..	..	..	20	..	60	5	112	50	162	7
Total ..	1145	229	1374	1086	234	1320	42	1	43	68	1	421	43	515	241	756	67

EVENING SCHOOLS—SESSION OF 1873.

TEACHERS.				PUPILS.										STUDIES.								
SCHOOLS.				Average.		Enrolled.		Largest Attendance.		Smallest Attendance.		Average Attendance.		Reading.		Writing.		Arithmetic.		Other Studies.		
Number.		Total.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Jones.....	4	2	6	3	1,054	371	123	494	120	48	168	43	18	61	371	123	494	371	123	494	18	4
Scammon.....	3	1	4	2	1,004	385	30	415	77	9	86	7	2	9	52	3	10	3	62	1	22	
Kindle.....	3	6	9	2	4,006	166	53	219	142	24	166	63	15	78	105	7	20	3	126	0	..	
Foster.....	7	13	20	4	9,338	450	55	505	203	33	236	72	18	90	145	1	25	1	170	2	..	
Newberry.....	3	8	11	1	5,006	394	127	521	177	34	211	38	8	46	95	7	24	6	120	3	369	
Holden.....	5	0	5	2,5	183	149	33	182	72	26	98	113	6	119	33	8	41	2	146	3	..	
Saugamon St.	6	7	13	2,932	6,1	459	98	557	149	33	182	72	26	98	113	6	119	33	140	2	..	
Total..	30	31	61	19,318	1,374	423	463	1,694	880	196	1,076	302	91	393	640	0	145	0	85	0	395	

SCHOOLS.				NATIONALITY.						OCCUPATION.												
SCHOOLS.				American.		Foreign.		Agriculture.		Manufactures.		Transportation.		Professions.		Tradesmen.		Personal Service.		Unknown.		
Number.		Total.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Jones.....	165	50	215	12	..	12	..	98	18	116	36	..	36	16	1	17	78	..	73	115	75	190
Scammon.....	111	18	129	..	..	..	..	169	8	177	17	..	17	9	..	9	38	1	39	22	22	43
Kindle.....	212	32	244	..	1	1	..	205	..	205	18	..	18	5	..	5	95	24	144	28	28	172
Foster.....	236	41	277	9	..	9	..	230	26	256	13	..	13	1	..	1	97	8	105	84	16	100
Newberry.....	224	52	276	10	..	10	..	197	23	220	14	..	14	17	..	17	50	5	55	26	41	67
Holden.....	185	24	209	11	..	11	..	94	..	94	8	..	8	..	..	..	13	..	13	12	10	22
Saugamon Street.....	82	12	94	..	..	..	..	175	35	210	55	..	55	80	..	20	60	5	65	112	50	162
Total.....	1,145	229	1,374	42	1	43	968	110	1,078	149	..	149	..	68	1	69	421	43	464	515	241	756

ENROLMENT AT EVENING SCHOOLS DURING SESSION OF 1873.

WEEK ENDING	JONES.			SCAMMON.			KINZIE.			FOSTER.			NEWBERRY.			HOLDEN.			SANGAMON STREET.			TOTAL ENROLLMENT.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
September 26.....	74	28	102	68	9	77	150	30	180	118	23	141	137	30	167	83	14	97	160	25	185	790	159	949
October 3.....	157	42	199	98	16	114	170	33	203	211	29	240	192	44	236	112	21	133	237	40	277	1127	225	1402
October 10.....	210	51	261	115	18	133	187	34	221	273	34	307	219	52	271	127	28	155	312	50	362	1443	267	1710
October 17.....	240	67	307	130	21	151	230	37	267	307	37	344	237	56	293	133	31	164	325	58	383	1602	307	1909
October 24.....	269	90	359	146	21	167	253	39	292	341	42	383	257	59	316	135	33	168	347	73	420	1748	357	2105
October 31.....	292	98	390	157	23	180	269	43	312	377	44	421	263	61	324	140	33	173	354	78	432	1852	380	2232
November 7.....	319	107	426	159	26	185	284	45	329	406	47	453	268	63	331	141	33	174	370	81	451	1947	402	2349
November 14.....	338	112	450	167	27	194	290	47	337	427	53	480	278	64	342	142	34	176	388	86	474	2030	423	2453
November 21.....	352	115	467	176	29	205	299	47	346	444	54	498	290	66	356	144	34	178	408	91	499	2113	436	2549
November 28.....	361	120	481	182	29	211	307	50	357	444	54	498	299	66	365	145	35	180	412	93	505	2150	447	2597
December 5.....	369	121	490	184	30	214	311	51	362	444	54	498	310	67	377	147	35	182	425	96	521	2190	454	2644
December 12.....	371	123	494	185	30	215	323	53	376	450	55	505	324	69	393	148	35	183	429	98	527	2230	463	2693
December 19.....	371	123	494	185	30	215	323	53	376	450	55	505	325	69	394	148	35	183	429	98	527	2231	463	2694

AVERAGE WEEKLY ATTENDANCE AT EVENING SCHOOLS—SESSION OF 1873.

WEEK ENDING	JONES.			SCAMMON.			KINZIE.			FOSTER.			NEWBERRY.			HOLDEN.			SANGAMON STREET.			TOTAL AVERAGE ATTENDANCE.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
September 26.....	64.4	17.2	81.6	39.4	7.0	46.4	89.0	18.0	107.0	88.5	21.0	109.5	77.6	18.0	95.6	57.0	9.4	66.4	139.4	13.0	152.4	555.3	103.6	658.9
October 3.....	85.6	15.8	101.4	51.8	7.8	59.6	95.0	23.0	118.0	140.2	27.2	167.4	93.0	28.4	121.4	61.0	12.0	73.0	121.2	29.2	150.4	647.8	143.4	791.2
October 10.....	98.5	23.5	122.0	55.4	12.0	67.4	97.0	20.0	117.0	156.2	28.4	184.6	95.8	31.2	127.0	55.5	11.5	67.0	124.4	24.4	148.8	682.8	151.0	833.8
October 17.....	103.2	31.8	135.0	61.6	12.2	73.8	119.0	22.0	141.0	158.2	26.2	184.4	109.6	29.0	138.6	48.6	12.6	61.2	130.0	31.6	161.6	730.2	165.4	895.6
October 24.....	109.8	38.2	148.0	66.8	10.6	77.4	122.2	20.2	142.0	181.0	31.6	212.8	106.8	32.4	139.2	23.0	7.4	30.4	133.0	30.0	163.0	742.6	170.4	913.0
October 31.....	110.2	38.4	148.6	63.2	9.4	72.6	125.4	22.4	147.8	184.4	30.2	214.6	103.6	27.2	130.8	27.8	4.6	32.4	120.0	30.0	150.0	734.6	162.2	896.8
November 7.....	111.2	37.6	148.8	53.0	11.2	64.2	114.6	19.4	134.0	169.6	30.0	199.6	99.6	27.6	127.2	27.8	5.8	33.6	103.0	29.2	132.2	678.8	160.8	839.6
November 14.....	109.6	36.0	145.6	53.2	10.4	63.6	112.2	20.8	133.0	176.4	30.2	206.6	94.2	28.2	122.4	30.4	9.0	39.4	111.0	28.0	139.0	687.0	162.6	849.6
November 21.....	109.4	40.8	150.2	54.2	12.0	66.2	107.6	17.2	124.8	154.4	23.6	178.0	100.4	21.8	122.2	30.2	7.4	37.6	108.2	27.2	135.4	664.4	150.0	814.4
November 28.....	112.2	39.3	151.5	54.0	12.3	66.3	110.4	19.6	130.0	148.7	20.0	168.7	102.3	25.0	127.3	22.5	7.3	29.8	108.0	24.0	132.0	658.2	147.5	805.7
December 5.....	92.6	26.4	119.0	48.6	10.2	58.8	95.4	20.4	115.8	124.4	20.4	144.8	91.2	21.8	113.0	21.2	6.8	28.0	94.4	20.0	114.4	567.8	126.0	693.8
December 12.....	75.4	29.6	105.0	42.2	11.0	53.2	94.0	22.8	116.8	112.4	19.4	131.8	96.6	15.8	112.4	13.6	6.2	19.8	92.4	23.2	115.6	526.6	128.0	654.6
December 19.....	62.4	27.6	90.0	37.6	8.6	46.2	84.6	18.6	103.2	92.4	16.6	109.0	75.6	14.2	89.8	12.0	4.8	16.8	75.8	19.2	95.0	440.4	109.6	550.0
Average for Session.	95.6	30.9	126.5	52.4	10.3	62.7	104.2	21.1	125.3	145.6	25.2	170.8	95.8	24.6	120.4	33.1	8.1	41.2	112.3	25.2	137.5	639.7	144.7	784.4

EXPENDITURES OF EVENING SCHOOLS—SESSION OF 1873.

SCHOOLS.	NUMBER OF PUPILS.		EXPENDITURES.				COST PER PUPIL ON TOTAL ENROLLMENT.			COST PER PUPIL ON AVERAGE ATTENDANCE.		
	Total Enrollment.	Average Attendance.	Tuition.	Janitors.	Light, &c.	Total.	For Tuition.	For Janitors, &c.	Total Cost.	For Tuition.	For Janitors, &c.	Total Cost.
Jones.....	494	126.5	\$ 758.00	\$ 77.50	\$ 105.20	\$ 940.70	\$ 1.53	\$.37	\$ 1.90	\$ 5.99	\$ 1.44	\$ 7.44
Scammon	215	62.7	547.00	78.75	67.1	692.76	2.54	.68	3.22	8.72	2.32	11.05
Kinzie.....	376	125.3	937.00	78.75	113.07	1128.82	2.49	.51	3.00	7.48	1.53	9.01
Foster.....	505	170.8	1063.00	78.75	122.54	1264.29	2.10	.40	2.50	6.22	1.18	7.40
Newberry.....	394	120.4	859.00	78.75	128.76	1066.51	2.18	.53	2.71	7.13	1.72	8.85
Holden.....	183	41.2	497.00	78.75	44.00	619.75	2.71	.67	3.38	12.06	2.99	15.05
Sangamon Street.....	527	137.5	950.00	78.75	75.10	1103.85	1.80	.29	2.09	6.91	1.12	8.03
Total.....	2694	784.4	\$5611.00	\$550.00	\$655.68	\$6816.68	\$ 2.08	\$.45	\$ 2.53	\$ 7.15	\$ 1.54	\$ 8.69

REPORT OF THE COMMITTEE
ON
MEDALS AND REWARDS.

The Committee on Medals and Rewards would report the awards of prizes made at the close of the School Year, June 26, 1874, as follows :

AWARD OF FOSTER MEDALS.

Jones School.—Josie Hopkins.

Scammon School.—Mary Walsh, Mabel Davisson.

Kinzie School.—Loleta Ferris, Otto Sauter.

Franklin School.—Abbie A. Cannon, Sarah A. Gavin.

Washington School.—Louise V. Dreier, Adolph Kreis, Carrie A. Nelson.

Moseley School.—Charles E. Manierre, Jennie Roberts, Jessie Roberts.

Brown School.—George F. Seeley, Julia M. Turtle, Belle Henderson, Mary A. Kingsley, Morris R. Poucher, Minnie F. Ketchum.

Foster School.—Lena Denninger, Amelia Shock.

Ogden School.—Helen Donoghue, Anna S. Hughes, Emma Kuenreuther.

Newberry School.—Etta J. Barker.

Wells School.—Anna L. Goeller, Minnie H. Brisco.

Skinner School.—Theresa M. Werneburg, Lulu M. Pugh, Ada Benson, Hattie J. Wheelock, Jennie Wilce.

Haven School.—Hannah Schiff, Rose Moore, Hattie Tower, Frank M. Fargo.

Cottage Grove School.—Fred. P. Ware, Kitty T. Weed.
Holden School.—Mary A. Brown, Katie E. McGrath.
Dore School.—James D. Harvey, Mary F. Dunn.
Hayes School.—William North, Mary S. Dodge, Leo Marks.
Clarke School.—James T. Lord, Nellie H. Robinson.
Douglas School.—Emma C. Coffin, Charles R. Erwin.
Lincoln School.—E. Katie Wallace, Emma P. Meserve, Helen S. Crittenden.

AWARD OF HOLDEN PRIZE.

Minnie McElligott - - - - - *First Grade.*

Respectfully submitted,

JOSEPH S. REYNOLDS,
INGWEL OLESON,
JOHN JOHNSTON, JR.,

Committee on Medals and Rewards.

REPORT OF THE COMMITTEE
ON
GERMAN.

To the Board of Education.

GENTLEMEN :—Your Committee on German for the School Year 1873-4, begs leave to submit the following report :

The Committee last year made two distinct recommendations, namely :—that the German ought to be graded ; and that a Superintendent of German should be appointed. During the year just past the Board saw the necessity of this, and created the office of Superintendent of German, and elected Miss Regina Shauer to this position, she having been very successful in the teaching of German at the Haven School, and having received high encomiums at other places as a teacher. A systematic course in German has been prepared, and will be found in the report of the Superintendent of Schools, Mr. Pickard, to whom and to Mr. Hanford, the Assistant Superintendent, the Committee is much indebted for the time and attention they have devoted to this branch of instruction.

The progress made has been very satisfactory during the past year, not owing so much to any excellencies of system, as to the interest manifested by the pupils in the study, and the untiring efforts of the teachers.

The Committee has adhered strictly to the rule that candidates for positions as teachers of German must not only be well qualified in the German language, but also in the English, and for reasons expressed in the last report.

The table of statistics hereto attached, relating to the German classes, will be found of interest, and will show that all the nationalities attending the schools are desirous of availing themselves of the privilege of studying the German language. A better commentary upon its usefulness, and the advisability of teaching it in our public schools could not be given ; and the increased facilities which will be presented to the pupils at the commencement of the next school year, will, we have no doubt, prove at the end of it, by the good results obtained, that the Board acted wisely in adopting the recommendations heretofore made by the Committee.

JOHN C. RICHBERG,
T. J. BLUTHARDT,
JOHN JOHNSTON, JR.,

Committee on German.

TABLE SHOWING NUMBER STUDYING GERMAN IN THE SEVERAL SCHOOLS, PARENTAGE, ETC.
FOR THE YEAR ENDING JUNE 26, 1874.

SCHOOLS.	TEACHERS.	Year of Appointment in their several schools	Boys.	Girls.	Total.	Grammar Department.	Primary Department.	Total.	Born in the United States.	Born in Germany.	Born in Scandinavia.	Born in Other Countries.	American Parentage.	German Parentage but born in the United States.	Irish Parentage.	Scandinavian and other Parentage.
Scammon.....	Emma Smith.....	Feb'y, 1871.	105	236	431	217	214	431	382	4	5	40	132	147	57	95
Kinzie.....	Martha D. Busse.....	March, 1873.	79	112	191	76	115	191	179	6	..	6	21	87	21	24
Franklin.....	Anna H. Achert.....	Sept, 1866.	108	165	273	172	101	273	246	16	16	9	19	161	54	39
Washington.....	Antoinette Spichartz.....	April, 1874.	84	86	170	120	50	170	139	6	16	9	28	62	12	68
Moseley.....	Pauline M. Reed.....	Sept, 1872.	72	84	156	142	14	156	131	1	..	4	68	62	7	19
Ogden.....	Mathilde Smith.....	Jan, 1873.	83	98	181	141	40	181	164	3	..	14	60	81	19	21
Newberry.....	Emma A. Gosau.....	Sept, 1872.	141	159	300	84	216	300	267	20	6	4	19	261	6	4
Wells.....	Malvina Foster.....	August, 1868.	187	80	167	110	57	167	132	23	6	4	10	127	8	22
Skinner.....	Mathilde J. Steinmeyer.....	Sept, 1872.	73	67	140	130	10	140	138	1	..	1	83	53	4	..
Haven.....	Regina W. Shauer.....	Sept, 1873.	61	84	145	85	60	145	136	2	3	4	66	36	10	33
Cottage Grove.....	Josephine von der Hoeht.....	Sept, 1873.	78	80	158	90	68	158	138	3	4	13	94	34	5	25
Carpenter.....	Emma C. Hatterman.....	Feb, 1873.	78	86	164	57	107	164	159	10	14	11	10	84	14	56
*Lincoln.....	(Vacant).....	.....	100	118	218	180	38	218	212	..	..	6	..	83	..	..
Total District Schools.....	.....	.....	1239	1455	2694	1604	1090	2694	2413	104	53	124	610	1288	255	406
High School.....	Pauline Misch.....	June, 1872.	33	71	104	..	..	..	97	1	1	5	54	10	15	25
High School Classes, {	Marion L. W. McClintock.	June, 1872.	34	57	91	..	..	..	87	2	1	1	46	16	15	14
Total.....	.....	.....	67	128	195	..	..	..	184	3	2	6	100	26	30	39
Grand Total Studying German.....	.....	.....	1306	1583	2889	1664	1090	2694	2507	107	55	130	710	1314	285	445

* Owing to a vacancy at the close of the year no statistics for the year were returned from this school. The figures given here are estimated.

REPORT OF THE COMMITTEE

ON

MUSIC.

Music, as taught in the Public Schools of Chicago, is growing to be more perfect from year to year. Most teachers improve in their system of teaching this branch of instruction, and scholars are made more ambitious by success of performance.

There are three important features in teaching music, viz.:—Theory of Music, Chorus Singing and Individual Singing.

First. Theory of Music.—It is necessary for pupils to understand the use of all characters in this grade. This will give them the ability to pursue their study with intelligence.

Second. Chorus Singing.—It is certainly important that the chorus singing be excellent, in order that a correct musical taste may be formed. The influence of the songs, when all join, is very beneficial and a source of recreation to the pupils.

Third. Individual Singing.—Theory and chorus singing secure to the pupil a certain degree of profi-

ciency; but the greatest benefit is derived from requiring him to sing alone.

To give a comprehensive view of the work as performed, I will speak of these three points in connection with each department.

PRIMARY DEPARTMENT.

The theory, which in this department is simple, has been generally well taught.

The chorus singing, with a single exception, has been very satisfactory.

Individual singing, with very few exceptions, has been excellent, and soon the time will come when each pupil will be as proficient in the singing lesson as he is now in reading.

GRAMMAR DEPARTMENT.

The theory is necessarily more difficult in this department, but has been well taught.

The chorus singing is said to be better now than in previous years, but we have resolved, in future, to attempt fewer songs and aim for even better results.

The little child is not easily embarrassed, and finds little difficulty in speaking his piece or singing his song; but the pupil who has arrived at the age of twelve or sixteen, finds it extremely difficult, yet the proficiency shown by the pupils in individual singing in this department indicates thorough work.

We feel compelled to say, that in almost every school, there are a few teachers who still allow their pupils to sing too loud.

We, also, in conclusion, bear grateful testimony to our music teachers and to the hearty co-operation of all the teachers in this work.

The following table is the result of an examination held during the last two weeks of the Summer Term, and is confined as it will appear to First and Second, Third and Fifth Grades. The First and Second Grades sing together in all schools.

SCHOOLS.	1st & 2d Grades.	3d Grade.	5th Grade.	Average.
High School .....	.....	.....	.....	100.0
Jones	97.9	93.8	88.5	93.4
Scammon	90.0	93.8	95.7	93.2
Kinzie	100.0	93.0	61.9	84.9
Franklin	60.0	86.5	90.0	78.8
Washington	98.3	100.0	94.2	97.5
Moseley	96.3	90.0	77.5	87.9
Brown	100.0	82.5	80.0	87.5
Foster	90.0	92.5	95.0	92.5
Ogden	100.0	100.0	92.5	97.5
Newberry	95.0	87.5	92.5	91.6
Wells	97.5	90.0	87.5	91.6
Skinner	90.0	100.0	85.0	91.6
Haven	95.0	90.0	70.0	85.0
Cottage Grove	92.5	87.5	87.5	89.1
Holden	65.0	62.5	70.0	65.8
Dore	92.5	93.7	97.5	94.5
Carpenter .....	.....	80.0	95.0	87.5
Hayes	97.5	90.0	100.0	95.8
Clarke	90.0	82.5	85.0	85.8
Douglas	86.8	85.0	85.0	85.6
Burr .....	.....	93.8	73.8	83.8
Lincoln	87.5	89.0	65.0	80.5
King .....	.....	.....	90.0	90.0

The singing books used in our schools are, *Graded Singers Numbers Two and Three*, in the District, Grammar and Primary Schools; and *Graded Singer Number Four*, in the High and Normal Schools.

Respectfully submitted,

THEODORE J. BLUTHARDT,
JOSEPH S. REYNOLDS,
GEORGE C. CLARKE,

Committee on Music.

APPENDIX.

Upon the following pages will be found the Location of the several School Buildings, Boundaries of Districts, and Report of each School by Divisions for the year.

In the Reports by Divisions, where more than one teacher has had charge of the Division during the year, the name of the teacher in charge at the close of the School Year appears first, followed by the names of the others who have had charge of the Division during the year, in the inverse order of their connection therewith. The salary given is, in all cases, the salary of the first-named teacher.

N.B.—As all the Reports are made up upon the basis of a full year, the numbers reported from schools organized within the year will appear smaller than they really were.

HIGH SCHOOL.

LOCATION—Monroe Street, between Halsted and Desplaines Street.

NAMES OF TEACHERS.	DEPARTMENT OF INSTRUCTION.	SALARY.
GEORGE HOWLAND.....	<i>Principal</i>	\$3,000 00
GEORGE P. WELLES.....	<i>Latin</i>	2,500 00
HENRY F. MUNROE.....	<i>Botany</i>	2,200 00
JEREMIAH SLOCUM.....	<i>Astronomy and Trigonometry</i>	2,500 00
SAMUEL WILLARD.....	<i>History</i>	2,200 00
OLIVER S. WESTCOTT.....	<i>Natural History</i>	2,500 00
GEORGE D. BROOMELL.....	<i>Algebra</i>	2,200 00
ALBERT R. SABIN.....	<i>Latin</i>	2,200 00
MARC DELAFONTAINE..	<i>Chemistry and Physics</i>	2,500 00
JAMES R. DEWEY.....	<i>Greek</i>	2,200 00
WILLIAM T. BELFIELD.....	<i>General Assistant</i>	1,200 00
GUSTAVE DEMARS.....	<i>French</i>	800 00
ANNIE E. TRIMINGHAM ..	<i>Drawing</i>	1,100 00
MARIAN G. MEATYARD...	<i>English Literature</i>	1,100 00
FRANCES A. SMALLWOOD.....	<i>Physiology</i>	1,100 00
PAULINE MISCH.....	<i>German</i>	1,000 00
GERTRUDE V. LORD...	<i>High School Class</i>	1,100 00
GUSSIE E. GRANT.....	<i>High School Class</i>	1,100 00
ANNA BYRNE.....	<i>High School Class</i>	1,100 00
EMILIE H. COOKE.....	<i>High School Class</i>	1,100 00
HARRIET A. STOWELL.....	<i>High School Class</i>	1,100 00
SUSAN J. GRACE.....	<i>High School Class</i>	1,000 00
MARIAN L. W. MCCLINTOCK...	<i>German in High School Classes</i>	1,000 00

NORMAL SCHOOL.

LOCATION—Monroe Street, between Halsted and Desplaines Street.

NAMES OF TEACHERS.	DEPARTMENT OF INSTRUCTION.	SALARY.
EDWARD C. DELANO.....	<i>Principal</i>	\$2,500 00
CAROLINE S. A. WYGANT.....	<i>Principal of School of Practice</i>	1,300 00
ELLA F. YOUNG.	<i>Assistant</i>	1,100 00
CARRIE A. DECLERCQ.....	<i>Assistant</i>	1,100 00
MARIA P. BRACE, LAVINIA } C. PERKINS.*	<i>Reading and Vocal Culture</i>	400 00

* Died April 29, 1874.

SPECIAL TEACHERS.

NAMES OF TEACHERS.	DEPARTMENT OF INSTRUCTION.	SALARY.
ORLANDO BLACKMAN.....	<i>Vocal Music</i>	\$2,200 00
EDWARD E. WHITTEMORE.....	<i>Vocal Music</i>	2,200 00
CARRIE E. POWERS.....	<i>Drawing</i>	1,000 00
JULIA H. ARMS	<i>Drawing</i>	1,000 00

JONES SCHOOL.

BOUNDARIES OF DISTRICT—All that part of the South Division lying north of Twelfth Street west of State Street, and north of Harmon Court east of State Street.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Alfred Kirk, <i>Principal</i>	\$2,200				
1	Alice L. Barnard, <i>Head Assistant</i>	1,000	1st and 2d	27.4	26.1	95.3
2	Mary E. Burt.....	800	2d	45.5	43.3	95.3
3	Maggie T. Hawkins, Jennie N. McDowell,	750	3d and 4th	47.8	45.6	95.6
4	Jennie N. McDowell, Mary A. Lacey.....	550	4th	52.5	49.3	93.9
5	Mary A. Lacey, Isabella M. Hunt.....	800	4th and 5th	56.0	53.2	94.9
6	Abbie G. Wallace, Amelia C. Coates, } and Maggie T. Hawkins..... }	650	5th	57.3	53.9	94.1
7	Mary C. Duffin, Ellen M. Corbin.....	650	6th	57.5	53.3	92.5
8	Ellen M. Corbin, Isabella Hunt, Grace } A. Lamb..... }	750	7th	57.8	53.5	92.5
9	Emily C. Quiner.....	750	7th	54.8	50.7	91.7
10	Lizzie C. Smith.....	650	8th	56.1	52.6	92.0
11	Ellen F. Leadwith.....	750	8th and 9th	57.4	53.6	93.4
12	Grace A. Lamb, Alice L. Barnard.....	650	9th	55.7	52.5	94.2
13	Anna C. Hawkins, Eliza J. Campbell.....	550	9th	55.7	51.3	92.1
14	Mary E. Beebe.....	650	10th	56.2	50.9	90.6
15	Sylvia E. Walker, Achsah C. Mott.....	750	10th	56.7	53.2	93.7
16	Achsah C. Mott, Sylvia E. Walker.....	800	10th	61.5	57.1	92.9
	Total.....			855.8	799.7	93.4

SCAMMON SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the River at Kinzie Street, thence following Kinzie Street to Peoria Street; Peoria Street to Jackson Street; Jackson Street to the River; and the River to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	A. Henry Vanzwoll, <i>Principal</i>	\$2,200				
1	Mary F. Lucock, <i>Head Assistant</i>	1,000	1st and 2d	39.5	38.5	97.5
2	Lucia Johnston.....	800	3d	50.0	48.3	96.6
3	Emily M. Carlisle.....	750	4th and 5th	50.0	47.6	95.2
4	Myrtilla A. Colbert.....	650	5th	53.2	51.1	96.5
5	Joanna A. Walsh, Sophronia Lovelace, { Emily E. Brine.....	800	5th	60.6	57.6	95.0
6	Elizabeth A. State.....	750	5th and 6th	60.0	57.2	95.3
7	Anna A. McCorquodale.....	750	6th	61.7	58.9	95.5
8	Mary Campbell.....	650	7th	62.3	59.8	96.0
9	Mary L. Allison.....	650	7th	61.7	58.5	94.8
10	Elsie V. Port, Mercie M. Thirds.....	650	7th and 8th	50.1	47.2	94.2
11	Julia E. Smeeth, Sophronia A. Lovelace.	650	8th	62.9	59.7	94.9
12	Amelia S. Reid.....	650	8th	65.5	62.6	95.6
13	Myra S. Jennings.....	750	9th	67.2	64.1	95.4
*14	Caroline S. Wygant.....		9th	59.3	56.0	94.4
*15	".....	1,300	9th	57.7	54.2	93.9
*16	".....		9th and 10th	57.9	54.2	93.6
17	Nellie L. Dickson.....	750	10th	68.3	64.9	95.0
18	Sophronia A. Lovelace, J. A. Walsh.....	800	10th	67.1	63.8	95.1
	Celia S. Flagg.....	750				
	Emma Smith, <i>Teacher of German</i>	750				
	Total.....			1055.0	1004.2	95.2

* These three Divisions form the School of Practice connected with the Normal School.

KINZIE SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at corner of Huron and Clark Streets, thence following Huron Street to Wells Street; Wells Street to Superior Street; Superior Street to the North Branch of the River; the North Branch to the Main River; the Main River to the Lake; the Lake to Indiana Street; Indiana Street to Dearborn Street; Dearborn Street to Ohio Street; Ohio Street to Clark Street; and Clark Street to place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	James Hannan, <i>Principal</i>	\$2,200				
1	Emeline Marsh, <i>Head Assistant</i>	900	1st and 2d	35.7	34.7	97.3
2	Agnes Magee.....	800	2d and 3d	54.4	52.1	95.8 ⁶⁰
3	Esther H. Teare.....	750	4th	56.5	53.9	95.2
4	Amelia Mallory, Jennie White.....	750	4th and 5th	57.5	54.1	93.9
5	Jennie E. Regan, Mary C. F. Hanning..	550	5th and 6th	56.8	53.1	93.5
6	Averick T. Shockley.....	750	6th	58.8	55.9	95.1
7	Delia A. Ryan.....	750	7th	58.2	55.0	94.5
8	Mary A. Fitzpatrick.....	750	7th and 8th	87.8	83.1	94.7
9	Mary C. F. Hanning, Hattie S. Furney..	750	8th and 9th	109.7	102.9	93.7
10	Emilie A. Gavin.....	650	9th	123.0	115.5	93.8
11	Elizabeth S. McConnell.....	800	10th	120.7	110.0	91.8
12	Mattie M. Williams.....	800	9th and 10th	122.9	114.3	92.9
	Hattie S. Furney.....	550	8th and 9th			
	Julia M. Davis.....	650	2d and 3d			
	Mattie Glazier.....	500	10th			
	Martha D. Busse, <i>Teacher of German</i> ...	650				
	Total.....			942.0	885.5	94.0

FRANKLIN SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at corner of Wells Street and North Avenue, thence following North Avenue to Mohawk Street; Mohawk Street to Blackhawk Street; Blackhawk Street to the River; the River to Oak Street; Oak Street to Wells Street; and Wells Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Norton W. Boomer, <i>Principal</i>	\$2,200				
1	Maggie Dougall, <i>Head Assistant</i>	1,000	1st and 2d	35.4	34.3	96.9
2	Sara M. Smith, Elsie H. Gould.....	650	2d and 3d	74.1	70.2	94.8
3	Virginia T. Dupuy.....	800	4th	63.5	60.7	95.6
4	Flora E. G. Shepherd.....	750	4th and 5th	61.2	58.5	95.6
5	Katie Dixon, Ida G. McIntosh.....	650	5th	61.0	57.8	94.8
6	Kittie O'Brien.....	650	6th	61.2	59.2	96.5
7	Mary A. Miller.....	650	6th and 7th	61.6	58.8	95.5
8	Maria P. Clay.....	750	7th	101.3	94.3	93.1
9	Lizzie T. Melvin.....	650	9th	118.3	112.4	95.0
10	Mary E. O'Byrne.....	750	10th	117.9	112.4	95.3
11	B. Agnes Enright.....	800	10th	119.5	114.2	95.9
12	Mary G. Keohane.....	750	10th	118.0	111.3	94.3
13	J. Minerva Overton.....	650	7th and 8th	97.6	93.4	95.6
14	Mary M. Moakley, Clara A. L. Lang....	550	8th	103.9	98.5	94.7
15	Nora B. Smith, Nettie Mott.....	550	9th	122.8	118.7	96.7
16	Mary E. Roe.....	750	8th and 9th	107.8	102.6	95.2
	Fannie P. Moss.....	750	3d and 4th			
	Alice K. Gurney.....	650	8th and 9th			
	Anna H. Achert, <i>Teacher of German</i>	750				
	Total.....			1425.1	1357.3	95.2

WASHINGTON SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the North Branch of the River at Elston Street, thence following Elston Street to Augusta Street; Augusta Street to Noble Street; Noble Street to Kinzie Street; Kinzie Street to the North Branch of the River; and the North Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Benjamin R. Cutter, <i>Principal</i>	\$2,200				
1	Lizzie N. Cutter, <i>Head Assistant</i>	1,000	1st	31.0	30.3	97.5
2	Minnie Lowe, Caroline T. Warner.....	800	1st and 2d	43.9	41.7	94.6
3	Maria A. Kelly.....	800	2d and 3d	46.7	43.8	93.9
4	Anna M. Gates.....	750	3d and 4th	54.6	51.8	94.8
5	Charlotte Kenyon, Minnie Lowe.....	500	4th	61.6	58.4	95.2
6	Flora Unna, Flora A. Holcomb.....	550	5th	51.8	48.7	93.6
7	Gertrude M. Tenney.....	750	5th	57.5	54.4	94.7
8	Sophia M. Case.....	650	5th and 6th	61.3	58.0	94.5
9	Lizzie T. Coffin.....	750	6th and 7th	56.7	54.7	96.3
10	Maggie Bates.....	750	7th and 8th	57.7	54.7	94.8
11	Lizzie R. Tustin.....	650	8th and 9th	52.6	49.7	94.4
12	Minnie M. Gils.....	650	9th	52.7	50.2	94.8
13	Sarah E. Austin.....	750	10th	59.2	57.3	96.5
14	Tilla A. Simpson.....	750	10th	62.8	59.5	94.4
15	Emma Lloyd.....	800	10th	61.5	58.3	94.4
	Flora A. Holcomb.....	750				
	Antoinette Spichartz, <i>Teacher of German</i> , Flora Unna, Lizzie von K. Pat- ten.....	500				
	Total.....			811.6	771.5	95.1

MOSELEY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake Shore at Twenty-first Street, thence following Twenty-first Street to the South Branch of the River; the South Branch to Halsted Street; Halsted Street to 250 feet North of Twenty-ninth Street; 250 feet North of Twenty-ninth Street to the Lake; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	Louise S. Curtis, <i>Principal</i>	\$2,000				
2	Lizzie C. Glidden, <i>Head Assistant</i>	950	1st	32.0	31.0	96.9
3	Charlotte O. Bailey.....	800	1st and 2d	30.4	46.6	92.5
4	Marietta A. Skinner.....	750	2d and 3d	49.1	46.7	95.1
5	Eleanor B. Johnson.....	750	3d	60.6	57.2	94.2
6	Lizzie A. Foltz.....	750	4th	58.9	50.0	95.1
7	Anna Palmer.....	750	3d	37.9	55.4	95.7
8	Mary E. Baker.....	750	4th	60.8	50.7	93.3
9	M. Ellen Thayer.....	800	5th	62.1	59.1	95.2
10	Della M. Dimock.....	750	5th and 6th	64.2	61.1	95.2
11	Kate E. Quiner.....	750	5th	61.8	58.2	94.2
12	Callie S. Johnson.....	650	6th and 7th	82.7	77.2	93.3
13	Mary L. Hart.....	750	7th and 8th	101.9	96.3	94.5
14	Anna A. Cook.....	750	8th and 9th	72.0	68.8	97.0
15	Lucy A. Williams.....	800	9th and 10th	81.2	77.2	95.1
16	Emily L. French.....	750	8th and 9th	104.5	100.8	96.5
	Alicia Aiken.....	650	10th	97.0	92.8	95.7
	Emma J. Smith.....	750	5th and 6th			
	Marguerite E. Brookings.....	750	5th and 6th			
	Louise Burcky.....	750	9th and 10th			
	Ruth A. Graham, Hattie Laing.....	750	10th			
	Pauline M. Reed, <i>Teacher of German</i>	750				
	Total.....			1097.1	1041.1	94.9

BROWN SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Elizabeth and Kinzie Streets, thence following Kinzie Street to Ashland Avenue; Ashland Avenue to Indiana Street; Indiana Street to Wood Street; Wood Street to Erie Street; Erie Street to Robey Street; Robey Street to Washington Street; Washington Street to Hoyne Street; Hoyne Street to Adams Street; Adams Street to Leavitt Street; Leavitt Street to Taylor Street; Taylor Street to Loomis Street; Loomis and Sheldon Streets to Randolph Street; Randolph Street to Elizabeth Street; and Elizabeth Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	John K. Merrill, <i>Principal</i>	\$2,200				
1	Mary E. Spence, <i>Head Assistant</i> , Mary A. Evans.....	900	1st	68.9	67.2	97.5
2	Mary E. Hennessy, Mary E. Spence.....	800	2d	49.1	47.6	96.9
3	Dollie N. Taylor, Mary E. Hennessy.....	750	2d	55.0	52.2	94.9
4	Frances C. Shipman, Aura A. Culver, Dollie N. Taylor.....	650	3d	56.5	53.3	94.3
5	Ellen W. Carpenter.....	750	3d	57.0	54.6	95.8
6	Lucia E. F. Kimball.....	800	3d	55.1	52.3	94.9
7	Nancy A. Helm.....	800	3d	57.1	54.6	95.6
8	Anna Livingston, Mary Templeton.....	750	3d and 4th	59.2	55.8	94.2
9	Mary C. Brown, Anna Livingston.....	750	4th	57.7	54.4	94.3
10	Elvira Bates, Emma Thompson.....	750	4th	59.8	56.7	94.8
11	Jennie W. Harkness, Hattie I. Brown, Mary F. Burbank.....	750	5th	59.0	55.5	94.0
12	Emily L. Trimmingham, Mary C. Brown.....	750	5th	60.4	53.2	88.1
13	Alice E. Hall, Emily L. Trimmingham.....	750	5th	61.7	58.2	94.3
14	Lizzie L. Ambrose, Alice E. Hall.....	650	5th	57.8	55.2	95.5
15	Jane Ferrier, Lizzie L. Ambrose.....	750	6th	58.4	54.3	93.0
16	Mary L. Greenleaf, Jane Ferrier.....	750	6th	58.3	55.0	94.3
17	Kate H. Smith, Mary L. Greenleaf.....	750	7th	56.2	52.7	93.8
18	Edith J. Thomas, Kate H. Smith.....	750	7th	59.0	55.4	93.9
19	Mary A. Randolph.....	750	7th	62.2	59.1	95.1
*20	Emma T. Shoemaker.....	750	8th	60.3	56.6	93.9
*21	Jessie G. Templeton.....	750	8th	51.3	48.6	94.7
*22	Helen M. Waite.....	750	8th and 9th	60.2	57.2	95.0
*23	Helen M. Waite.....		9th	55.7	52.9	94.9
*24	M. Lulu Stevens, Isabel Cowan.....	650	9th	61.3	57.2	93.1
*25	Imogene Scofield, Isabel Cowan.....	500	9th and 10th	61.8	57.9	93.6
*26	Isabel Cowan, Georgie Moody.....	800	9th and 10th	62.1	58.7	94.5
*27	Isabel Cowan, Georgie Moody.....		10th	61.9	57.0	92.0
	Frederica E. Thomas.....	750	1st			
	Martha Throop.....	750	2d and 3d			
	Total.....			1583.0	1493.4	94.3

* Half-day Divisions.

FOSTER SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River at Taylor Street, thence following Taylor Street to Blue Island Avenue; Blue Island Avenue to Center Avenue; Center Avenue to the South Branch of the River; and the South Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Luella V. Little, <i>Principal</i> , Orville T. Bright.....	\$1,800				
1	Carrie G. Adams, <i>Head Assistant</i> , Martha E. Smith, Luella V. Little.....	900	1st	48.1	46.9	97.5
2	Emily A. Chapman, Martha E. Smith.....	800	2d and 3d	43.3	41.5	95.8
3	Julia H. Shaw, Emily A. Chapman.....	550	3d and 4th	51.6	48.8	94.5
4	Fanny J. Crowell, Mary C. Clark.....	650	4th	46.8	44.1	94.2
5	Frances G. Matthews.....	800	5th	56.5	54.6	96.6
6	Hattie E. Herbert, Hattie O. Peeke.....	550	5th	52.6	48.6	92.7
7	Emergene E. Hall.....	750	5th	52.6	49.9	95.7
8	Kate Kilie.....	750	5th and 6th	56.9	54.7	96.1
9	Mary E. Jennings.....	750	6th and 7th	60.6	57.8	95.4
10	Joanna A. Walsh.....	650	7th	59.1	56.9	96.4
11	Hattie F. More.....	750	7th and 8th	61.6	58.8	95.4
12	Lizzie M. Fitzgerald.....	550	8th	60.2	56.9	94.5
13	Fanny C. Bass.....	750	8th	63.4	60.4	95.3
14	Mary A. Furey.....	750	9th	67.6	64.8	95.8
15	Mary Greene.....	550	9th	64.5	61.5	92.2
16	Kate Kearns.....	750	9th	68.7	65.9	95.9
17	Ella M. Russell.....	750	10th	81.6	77.9	95.8
18	Arvilla C. DeLuce.....	800	10th	113.9	108.4	95.1
	Mary C. Clark.....	550	3d and 4th			
	Total.....			1109.6	1058.4	95.4

OGDEN SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake Shore at North Avenue, thence following North Avenue to Wells Street; Wells Street to Oak Street; Oak Street to the North Branch of the River; the North Branch to Superior Street; Superior Street to Wells Street; Wells Street to Huron Street; Huron Street to Clark Street; Clark Street to Ohio Street; Ohio Street to Dearborn Street; Dearborn Street to Indiana Street; Indiana Street to the Lake; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Geo. W. Heath, <i>Principal</i>	\$2,200				
1	Mary E. Graves, <i>Head Assistant</i>	950	1st and 2d	48.5	46.8	96.5
2	Jane Dougall.....	800	2d and 3d	59.8	57.5	96.1
3	Belle McLaren.....	750	3d	59.5	55.9	93.9
4	Mary V. Price, Hannah P. Gay.....	750	4th	60.7	57.6	94.8
5	Hannah P. Gay, Louise Saberton.....	800	5th	62.4	58.4	93.5
6	Louise Saberton, Bessie V. Pittar.....	750	5th	62.7	59.6	95.0
7	Bessie V. Pittar, Mary Curle.....	650	5th and 6th	61.9	53.7	94.8
8	Mary Curle, Anna E. Waldo.....	650	6th and 7th	86.6	82.5	95.2
9	Eliza A. S. Miller.....	750	7th and 8th	99.1	94.9	95.8
10	Alice Bevans.....	750	8th and 9th	102.9	98.4	95.6
11	Lydia Howe.....	750	9th	112.7	108.1	95.9
12	Little C. Boylan.....	800	10th	121.2	113.8	93.8
	Caroline H. Merrick.....	750	3, 4 and 5th			
	Mida D. Warne.....	750	8, 9 and 10th			
	Lizzie J. Dunn.....	550	7th and 8th			
	Mathilde Smith, <i>Teacher of German</i>	650				
	Total.....			938.0	892.2	95.1

NEWBERRY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake Shore at Menominee Street, thence following Menominee Street to Sedgwick Street; Sedgwick Street to Wisconsin Street; Wisconsin Street to Larrabee Street; Larrabee Street to Center Street; Center Street to the North Branch of the River; North Branch to Blackhawk Street; Blackhawk Street to Mohawk Street; Mohawk Street to North Avenue; North Avenue to the Lake; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	C. Giles Stowell, <i>Principal</i>	\$2,200				
1	Emma Hooke, <i>Head Assistant</i>	1,000	1st and 2d	31.1	29.9	96.1
2	Lina E. Troendle.....	800	2d and 3d	44.0	41.4	94.1
3	Maggie M. Gubbins.....	750	3d and 4th	45.4	43.5	95.8
4	Mary E. Mellor.....	800	4th and 5th	46.2	43.5	94.2
5	Ida I. Cook, Melissa A. Williams.....	550	5th and 6th	53.5	50.5	94.4
6	Maggie E. Burns, Amelia Mallory.....	800	6th and 7th	55.5	52.4	94.4
7	M. Louise Costello, Ellen R. Smith.....	750	6th and 7th	56.1	53.6	95.5
8	Jennie S. Anderson.....	750	6th and 7th	59.0	55.9	94.7
9	Jennie Thompson, M. Louise Costello.....	650	7th	55.6	53.2	95.7
10	Mary S. Whipple.....	750	6th and 7th	59.7	56.4	94.5
11	Nevada A. Williamson.....	650	7th and 8th	60.5	57.7	95.4
12	Patty A. Hack.....	750	7th and 8th	60.6	57.8	95.4
13	Mary L. Tobey.....	750	7, 8 and 9th	59.0	56.3	95.4
14	Lizzie H. Patterson.....	750	8th and 9th	57.3	54.6	95.3
15	Jennie F. McGuire.....	750	9th	57.0	54.7	96.0
16	Louise S. Wilmans, Marguerite Murphy.....	750	9th	58.6	56.3	96.1
17	Viola Williams.....	650	8, 9 and 10th	59.7	57.2	95.8
18	Mary M. Fredericks.....	750	10th	59.5	56.7	94.4
19	Mary F. Kane, Clara L. Bartlett.....	550	9th and 10th	60.2	57.4	95.3
20	Ann E. Lacey.....	750	9th and 10th	63.1	60.2	95.4
21	Mary H. Smith.....	800	9th and 10th	63.5	61.1	96.2
22	Christina A. Peattie.....	750	9th and 10th	66.1	61.9	93.6
23	Anna E. Waldo, Mary E. Syme, Maggie E. Burns.....	550	9th and 10th	63.8	59.8	93.7
24	Louise S. Wilmans.....	...	10th	51.8	48.8	94.2
25	Jennie Thompson.....	650	10th	50.4	47.4	94.0
26	Mary H. Smith.....	...	10th	30.6	29.0	94.7
	Mary E. Syme.....	500				
	Emma Gosau, <i>Teacher of German</i>	650				
	Total.....			1427.8	1357.2	95.1

* Half-day Division for five months.

† Half-day Divisions for eight months.

WELL'S SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the North Branch of the River at Division Street, thence following Division Street to the City Limits; City Limits to Chicago Avenue; Chicago Avenue to Robey Street; Robey Street to Erie Street; Erie Street to Wood Street; Wood Street to Indiana Street; Indiana Street to Ashland Avenue; Ashland Avenue to Kinzie Street; Kinzie Street to Noble Street; Noble Street to Augusta Street; Augusta Street to the North Branch of the River; and the North Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Jeremiah Mahony, <i>Principal</i>	\$2,200				
1	Olive Backus, <i>Head Assistant</i>	950	1st	45.9	46.0	98.0
2	Jennie O'Hara.....	800	2d	49.2	47.1	95.7
3	Mary Hannan.....	750	3d	53.5	50.8	94.9
4	Kate A. Quinn.....	800	4th	59.9	57.1	95.3
5	M. Adelaide Barber.....	800	5th	63.0	60.9	95.3
6	Mary J. Jones.....	650	5th	63.8	60.4	94.6
7	M. Adelia Dickinson.....	750	6th	62.3	59.1	94.8
8	Eloise C. Tracy.....	650	7th	63.4	60.6	95.5
9	Emma A. Bracken, Anna Steiger.....	550	7th	101.9	97.5	95.6
10	M. Juliet Danforth.....	750	8th	106.8	102.1	95.5
11	Kate M. Hayes, Sophia R. Wilson.....	500	8th	109.3	104.2	95.3
12	Fanny L. Johns.....	750	9th	105.0	100.3	98.0
13	Julia L. Clinton.....	650	9th	102.6	98.1	95.5
14	Emma B. Wait.....	650	9th and 10th	114.5	108.6	94.8
15	Alice Sturtevant, Lyda A. Hamlin.....	550	10th	108.1	102.0	94.3
16	Julia E. Reilly, Jennie W. Harkness.....	650	10th	102.6	96.6	91.4
	Lyda A. Hamlin.....	550	9th			
	M. Grace Wingrave.....	550	9th			
	Susie W. Hess.....	550	10th			
	Anna B. Simonds.....	550	10th			
	Malwine R. Forster, <i>Teacher of German</i>	750				
	Total.....			1313.7	1251.4	95.2

SKINNER SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Peoria and Kinzie Street, thence following Kinzie Street to Elizabeth Street; Elizabeth Street to Randolph Street; Randolph Street to Sheldon Street; Sheldon and Loomis Streets to Taylor Street; Taylor Street to Aberdeen Street; Aberdeen Street to Harrison Street; Harrison Street to Sangamon Street; Sangamon Street to Van Buren Street; Van Buren Street to Peoria Street; and Peoria Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Ira S. Baker, <i>Principal</i>	\$2,200				
1	Mary E. Brown, <i>Head Assistant</i>	950	1st	49.4	48.2	97.7
2	Mary E. Royce.....	800	1st and 2d	53.5	51.2	95.7
3	Louise P. Chapin.....	750	1st and 2d	47.3	45.0	95.1
4	Cara E. Higby.....	750	2d and 3d	46.5	44.4	95.6
5	Ella Brainard.....	750	3d	55.2	53.0	96.0
6	Frances L. Yates.....	750	3d and 4th	57.4	55.2	96.2
7	Anna B. Clark.....	750	3d and 4th	52.6	50.2	95.4
8	Ella Patterson.....	750	4th and 5th	58.8	56.3	95.7
9	Ella A. Dewey, Minnie A. Cruikshank...	800	4th and 5th	58.7	56.3	96.0
10	Mary G. Jackson.....	650	4th and 5th	50.3	57.3	95.0
11	Maria Scott.....	550	5th and 6th	54.1	51.0	94.4
12	Mattie A. Richards, Ella A. Dewey.....	550	6th	57.6	54.5	94.6
13	Hattie P. Phillips.....	750	6th and 7th	59.4	56.5	95.1
14	Lizzie M. Kennedy.....	750	6th and 7th	53.2	50.5	94.8
15	Minnie A. Cruikshank, Annie Cravens...	750	7th and 8th	52.3	50.1	95.9
16	Mary J. Sprague.....	750	8th	51.0	48.1	94.6
17	Annie Cravens, Lizzie F. Trimmingham...	650	8th	50.9	47.8	93.9
18	Laura R. A. Pennell.....	750	8th and 9th	53.6	50.8	94.8
19	Annie K. Moulton.....	750	8th and 9th	51.9	49.2	94.9
20	Lizzie D. White.....	750	9th and 10th	51.8	49.2	94.9
21	Mattie J. Baker, Addie M. Miner, Mat- tie A. Richards.....	750	10th	61.9	57.6	93.0
22	J. Anna Hornby.....	800	10th	64.2	60.4	94.1
	Mary R. Brooks.....	800	2, 3 and 4th			
	Mathilde J. Steinmeyer, <i>Teacher of</i> <i>German</i>	750				
	Total.....			1201.6	1143.0	95.1

HAVEN SCHOOL.

BOUNDARIES OF DISTRICT—All that part of the South Division bounded by Harmon Court East of State Street, and by Twelfth Street West of State Street, on the North ; and by Twenty-first Street on the South.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1876.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Leslie Lewis, <i>Principal</i>	\$2,200				
1	A. Elizabeth Hillock, <i>Head Assistant</i>	950	1st	32.1	31.2	97.2
2	Augusta E. Anderson.....	800	1st and 2d	39.0	37.2	95.4
3	Mary E. Elliott.....	650	3d	46.8	44.0	94.0
4	Eloise O. Randall.....	650	3d and 4th	48.3	45.4	94.0
5	Marilla A. McMillan, Gertrude Brayton.	550	4th	56.6	53.7	94.9
6	Emma A. Upson.....	650	4th and 5th	59.6	56.4	94.6
7	Annie Kavanagh, Nellie M. Galvin, } Anna C. Hawkins, C. Lucretia Mil- ler, Inez L. Park.....	800	5th	59.2	55.0	92.9
8	Hattie C. Bigelow, Nellie M. Hardick....	650	5th and 6th	58.4	54.9	94.0
9	Marianne S. Wilcox.....	650	6th and 7th	54.8	51.0	93.1
10	Maggie V. O'Brien.....	750	7th and 8th	58.4	55.0	94.2
11	Nellie M. Galvin, Annie H. Trask.....	550	8th	61.7	58.3	94.5
12	M. Elena Balch, Hattie C. Bigelow.....	750	9th	61.7	58.8	95.3
13	Catherine Bass.....	750	9th	96.3	90.4	93.9
14	Susan E. Wilcox, Mary Conley.....	750	9th and 10th	97.3	92.4	95.0
15	Sarah A. Brooks, M. Elena Balch.....	800	10th	70.2	66.4	94.6
16*	Sarah A. Brooks.....	...	10th	46.3	43.9	94.8
	Helen A. Campbell.....	750				
	Regina Shauer, <i>Teacher of German</i>	750				
	Total .....	.....	.....	946.7	894.0	94.4

* Division closed March 2, 1874.

COTTAGE GROVE SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake Shore at Thirty-third Street, thence following Thirty-third Street to South Park Avenue; South Park Avenue to Douglas Place; Douglas Place to Halsted Street; Halsted Street to City Limits; City Limits to the Lake; the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	James H. Broomell, <i>Principal</i>	\$2,200				
2	Abbie N. Ward, <i>Head Assistant</i>	950	1st and 2d	51.0	48.9	95.9
3	Martha J. Loudin, Ellen Holland.....	650	2d and 3d	55.4	51.8	93.5
4	Victoria Havenhill.....	800	3d and 4th	57.9	55.1	95.2
5	Maria J. Whipple, Sue C. Hise.....	650	3d and 4th	55.7	51.3	92.1
6	Mary Mott, Mary E. Cilley.....	650	4th and 5th	59.8	55.8	93.3
7	Laura A. Hayward, Ellen Holland.....	750	5th and 6th	57.3	54.0	94.2
8	Caroline A. Blodgett, Laura A. Hayward.	650	6th and 7th	58.0	54.2	93.4
9	Sue C. Hise, Emma Dickerman.....	750	7th	55.0	51.8	94.2
10*	Emma Dickerman.....	750	7th and 8th	59.7	56.4	94.5
11†	Fanny M. Smith, Ella M. Woodward....	550	8th	52.5	48.8	93.0
12*	Inez L. Park, Virginia Dunning.....	559	9th	49.3	45.7	92.7
	Virginia Dunning, Inez L. Park, Agnes J. Sawyer.....	800	10th	61.1	56.4	92.3
	Josephine von der Hoehl, <i>Teacher of German</i>	550				
	Total.....			672.7	630.2	93.7

* Opened October, 1873.

† Opened November, 1873.

HOLDEN SCHOOL.

BOUNDARIES OF DISTRICT—All that part of the South Division lying West of Halsted Street.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Charles F. Babcock, <i>Principal</i>	\$2,200				
1	Anna Patch, <i>Head Assistant</i>	1,000	1st and 2d	37.7	36.5	96.8
2	Fannie E. Oliver.....	800	2d and 3d	42.7	39.8	93.2
3	Ida Gillson, Susan Prince.....	650	3d and 4th	45.1	40.8	90.5
4	Ella M. Faucette, Sarah A. Dabbs.....	750	5th	49.7	45.2	90.9
5	Carrie M. Stanley, Alice Talbot, Ella M. Faucette.....	800	5th and 6th	58.0	52.3	90.2
6	Alice Talbot, Carrie M. Stanley, Ida Gillson.....	550	6th and 7th	57.4	53.0	92.3
7	Jennie E. Reynolds, Carrie M. Stanley.....	550	7th	56.8	51.8	91.2
8	Julia F. Hull.....	750	7th and 8th	54.3	50.2	92.4
9	Letitia M. Harvey.....	650	8th	58.0	52.6	90.7
10	Mary F. Johnston.....	550	8th	59.5	54.8	92.1
11	Fanny Day, Lizzie A. Powers.....	550	8th and 9th	60.4	55.8	92.4
12	Lottie M. Rose, Fannie Day, Frank E. Shaver, Addie M. H. Martin.....	550	9th	61.1	56.4	92.3
13	Lizzie A. Burrows.....	750	9th and 10th	60.5	56.7	93.7
14	Anner C. Peck, Lottie M. Rose, Corinne S. Gooding.....	550	10th	59.8	55.8	92.8
15	Annie Leonard, Alice Talbot, Mary E. Barnes.....	550	10th	60.2	55.5	92.2
16	Sarah A. Dabbs, Anner C. Peck, Nettie M. Pote.....	800	10th	56.9	52.4	92.1
17	Sarah A. Dabbs, Sarah E. Tuttle.....	...	10th	52.1	49.1	94.2
18	Sarah E. Tuttle, Ellen Kilie, Annie Kilie.....	800	8th	59.7	55.8	93.5
19	Ellen Kilie, H. E. Barbour, Ellen Kilie.....	750	8th and 9th	61.7	57.4	93.0
20	Hattie E. Barbour, Abbie G. Bancroft, Frank E. Shaver.....	550	9th and 10th	49.8	45.8	92.0
21*	Lizzie A. Powers.....	650	10th	9.7	8.8	90.7
22*	Abbie G. Bancroft.....	550	10th	9.9	9.3	93.9
	Total.....			1121.0	1035.5	92.4

* Opened May 6, 1874.

HOLSTEIN SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the North City Limits at Robey Street, thence following the City Limits West and South to Division Street ; Division Street to Milwaukee Avenue ; Milwaukee Avenue to Robey Street ; and Robey Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	Eliza Lundegreen, <i>Principal</i>	\$1,000				
2	Frances E. Dewey, Maggie E. Woods...	650	2, 3, 4 & 5th	32.3	30.8	95.3
3	Maggie E. Woods, Abbie E. Tobey.....	550	6, 7 and 8th	34.0	32.3	95.0
4	Mary A. Ball.....	650	7, 8 and 9th	18.0	17.1	95.0
5	Abbie E. Tobey.....	750	9th and 10th	26.3	25.5	96.5
	Mattie A. Carey, Agnes J. Ferguson, Mary A. Ball.....	500	9th and 10th	65.2	61.2	92.6
	Total.....			175.6	166.9	94.5

This School was re-organized and new divisions were opened in March, 1874.

DORE SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River at Jackson Street, thence following Jackson Street to Peoria Street; Peoria Street to Van Buren Street; Van Buren Street to Sangamon Street; Sangamon Street to Harrison Street; Harrison Street to Aberdeen Street; Aberdeen Street to Taylor Street; Taylor Street to the South Branch of the River; and the South Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Henry H. Belfield, <i>Principal</i>	\$2,200				
1	Ann E. Winchell, <i>Head Assistant</i>	1,000	1st and 2d	41.7	40.7	97.6
2	Sarah E. Oberlander.....	800	2d	43.5	41.4	95.2
3	Emma G. Fraser, Carrie G. Adams.....	650	3d	55.1	52.9	96.0
4	Amanda McGraw.....	750	4th	63.5	60.5	95.3
5	Katie Fomhof.....	800	4th and 5th	56.4	53.7	95.2
6	Ida A. Barned.....	750	5th	56.7	53.7	94.7
7	Henrietta Unna, Francelia Colby.....	550	5th and 6th	55.7	52.7	94.6
8	Agnes F. DuFour.....	750	6th	58.9	55.9	94.9
9	Ida E. Naramore.....	750	6th and 7th	61.5	58.5	95.1
10	Belle Dauphney, Emma G. Fraser.....	550	7th	60.6	57.5	94.9
11	Anna M. Clough.....	750	8th	62.1	59.3	95.5
12	Ella F. Cook.....	750	8th	70.5	67.9	96.3
13	Huldah H. Newell.....	750	8th and 9th	69.0	65.2	94.5
14	Phebe Pride.....	650	9th and 10th	80.6	75.7	93.9
15	Clara S. Toner.....	750	10th	93.0	88.1	94.6
16	E. Florence Horne.....	800	10th	93.0	87.4	94.1
	Francelia Colby.....	750	2, 3 and 4th			
	Mary Louise Sergeant.....	650	4th and 5th			
	Adelaide Herrick.....	750	9th and 10th			
	Total.....			1021.8	971.1	95.0

HAYES SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Robey Street and Chicago Avenue; thence following Chicago Avenue to the City Limits; City Limits to Taylor Street; Taylor Street to Leavitt Street; Leavitt Street to Adams Street; Adams Street to Hoyne Street; Hoyne Street to Washington Street; Washington Street to Robey Street; and Robey Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Alden N. Merriman, <i>Principal</i>	\$2,200				
1	Mary A. Merriman, <i>Head Assistant</i>	1,000	1st	39.7	38.9	98.0
2	Virginia Sayre.....	800	2d	54.4	52.7	96.9
3	Harriet A. Ranney.....	650	3d	57.8	54.5	94.4
4	Mary O. Ayres.....	650	3d	50.0	47.5	95.0
5	Kate Dalton.....	650	3d	59.1	56.7	95.9
6	Juliaette E. Wicker.....	800	4th	57.9	54.9	95.0
7	Ellen M. Smith.....	750	4th	58.0	55.3	95.0
8	Fanny Hannan.....	650	5th	54.9	51.7	94.0
9	Eliza H. Smith.....	750	5th	60.5	57.1	94.0
10	Anna J. Caldwell.....	650	5th and 6th	62.9	59.4	94.0
11	Amelia E. Lane.....	750	6th	60.6	56.9	93.8
12	Mary A. Scofield.....	750	7th	66.2	63.3	95.6
13	Mary M. Brennard.....	550	7th	67.6	63.9	94.5
14	Emma F. Milnes.....	750	8th and 9th	86.4	81.6	94.4
15	Fannie A. Griffin.....	750	9th & 10th	128.8	122.5	95.0
16	Agnes D. Burgess.....	800	10th	121.5	114.3	94.0
17	Anna M. Bartlett.....	800	6th and 7th	42.4	39.5	93.0
18	Ella F. White, Mary Barnard.....	550	8th	43.3	40.5	93.0
19	Emily S. Merriman.....	650	8th and 9th	44.9	42.8	95.3
20	Nellie H. Sargent.....	750	10th	47.5	44.6	93.8
	Mary J. Abbe.....	750	2, 3 and 4th			
	Julia H. Downs.....	650	9th & 10th			
	Total.....			1264.4	1198.5	94.7

CLARKE SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Taylor Street and Blue Island Avenue; thence following Taylor Street to the City Limits; City Limits to the Illinois and Michigan Canal; Illinois and Michigan Canal and South Branch of the River to Center Avenue; Center Avenue to Blue Island Avenue; and Blue Island Avenue to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Frank B. Williams, <i>Principal</i>	\$2,200				
1	Emma A. Stowell, <i>Head Assistant</i>	950	1st and 2d	44.9	43.2	96.2
2	Christine Livingston.....	800	3d	54.6	51.9	95.1
3	Amelia C. Briggs, Sarah White, Carrie A. Coates.....	650	4th	58.3	54.6	93.7
4	Hattie F. Hayward, Jennie Strickland, Elvira Bates, Maggie S. Gill.....	550	5th	61.0	57.1	93.6
5	Maria P. Noyes, Hattie F. Hayward, Sarah White.....	750	5th and 6th	59.3	55.5	93.6
6	Maggie S. Gill, Maria P. Noyes.....	550	6th and 7th	58.5	54.3	92.8
7	Jessie F. Day, Maggie S. Gill, Hattie F. Hayward, Minnie Gils.....	550	7th	55.7	52.2	93.5
8	Mary C. Forrest, Jessie F. Day, Hattie I. Brown.....	550	7th	60.4	55.6	92.0
9	Jennie Strickland, Mary C. Forrest, Elvira Bates.....	550	7th and 8th	59.4	54.9	90.9
10	Jennie Strickland, Mary A. Thompson.....	550	8th	56.1	52.4	93.4
11*	Mary A. Thompson, Kate C. Coughlin.....	650	8th	58.8	51.7	93.0
12*	Mary A. Thompson, Kate C. Coughlin.....	...	8th	60.6	57.5	94.7
13*	Kate C. Coughlin, F. Louisa Smith.....	550	9th	64.5	60.7	93.9
14*	Kate C. Coughlin, F. Louisa Smith.....	...	9th	61.4	57.3	93.2
15*	F. Louisa Smith, Celia S. Gibbons.....	750	9th	60.7	59.7	98.4
16*	F. Louisa Smith, Celia S. Gibbons.....	...	9th	63.9	60.7	95.0
17*	Celia S. Gibbons, Maggie Flanders.....	800	9th	65.5	61.6	94.1
18*	Celia S. Gibbons, Maggie Flanders.....	...	10th	68.6	64.2	93.6
19*	Maggie Flanders, Maggie A. Curran.....	650	10th	64.8	60.2	92.9
20*	Maggie Flanders, Maggie A. Curran.....	...	10th	70.0	65.8	94.0
21*	Maggie A. Curran.....	800	10th	65.6	61.2	93.3
22*	Maggie A. Curran.....	...	10th	13.5	12.4	91.1
	Total.....			1286.1	1204.6	93.7

* Half-day Divisions.

DOUGLAS SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake Shore 250 feet North of Twenty-ninth Street; thence following said line 250 feet North of Twenty-ninth Street to Halsted Street; Halsted Street to Douglas Place; Douglas Place to South Park Avenue; South Park Avenue to Thirty-third Street; Thirty-third Street to the Lake; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Orville T. Bright, <i>Principal</i> , Alfred P. Burbank.....	\$2,200				
1	Electa E. Dewey, <i>Head Assistant</i>	1,000	1st and 2d	45.4	43.4	95.6
2	Florence S. Tullis.....	800	2d and 3d	44.0	41.3	93.9
3	Lilly N. E. Skaats, Sarah W. Bigelow....	750	3d	56.2	53.1	94.5
4	Alice B. Tullis.....	800	3d and 4th	61.7	58.3	94.5
5	Sarah R. Grant.....	750	4th	61.6	57.7	93.7
6	Lizzie R. Browne.....	800	5th	57.7	54.1	93.7
7	Alice A. Bigelow.....	750	5th	59.8	55.5	92.8
8	Emma L. Landon, Mary J. Dewey, { Mary E. White.....}	650	6th	59.0	54.3	92.0
9	Adelaide Butterfield.....	750	6th	61.2	56.1	91.7
10	Mary R. Jenks.....	750	7th	62.0	58.3	94.0
11	Emma B. Fenimore.....	750	7th	62.4	58.4	93.6
12	M. Alice Moran.....	750	8th	61.8	58.3	94.3
13	Hattie E. Winegar.....	650	8th	66.7	62.1	93.1
14	Mary A. Marshall.....	750	8th and 9th	56.3	53.4	94.8
†19	Mary A. Marshall.....	...	9th	25.1	23.9	95.2
15	Hattie E. Wadhams.....	750	9th	56.1	52.3	93.2
*20	Hattie E. Wadhams.....	...	9th	50.1	45.6	91.0
16	R. Nettie Mott.....	550	9th	52.8	49.1	93.0
*21	R. Nettie Mott.....	...	10th	55.7	52.8	94.8
17	Martha P. Fenimore.....	750	10th	55.1	51.2	91.9
*22	Martha P. Fenimore.....	...	10th	55.0	51.1	91.1
18	Lettie Loomis.....	800	10th	50.2	46.1	91.8
*23	Lettie Loomis.....	...				
	Hattie A. L. Skaats.....	550				
	H. Amelia Kellogg.....	550				
	Total			1266.0	1184.5	93.6

* Half-day Divisions. † Half-day Division for six months.

LINCOLN SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake Shore at Fullerton Avenue; thence following Fullerton Avenue to the North Branch of the River; the North Branch to Center Street; Center Street to Larrabee Street; Larrabee Street to Wisconsin Street; Wisconsin Street to Sedgwick Street; Sedgwick Street to Menominee Street; Menominee Street to the Lake; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	F. S. Heywood, <i>Principal</i>	\$2,200				
2	Rebecca E. Jones, <i>Head Assistant</i>	1,000	1st and 2d	48.3	46.4	96.1
3	Seraphine Jamot.....	800	2d	52.4	49.8	95.0
4	Helen M. Stowell.....	750	3d and 4th	54.3	51.8	95.5
5	Ella B. Turner.....	800	4th and 5th	54.2	50.4	93.2
6	Lizzie M. Mullins.....	650	5th	60.1	57.4	95.2
7	Cynthia Willis.....	550	5th and 6th	58.8	55.7	94.8
8	Carrie E. Young.....	750	6th	59.2	55.9	94.5
9	Elvira D. Barclay.....	750	6th and 7th	58.9	56.3	95.6
10	Mary L. Bartlett.....	750	7th and 8th	62.6	59.7	95.6
11	Angie E. Goode.....	750	8th	62.2	58.7	94.4
12	Josie E. Kitchell.....	...	8th	62.3	59.0	94.7
13	Charlotte Bell.....	750	8th and 9th	62.6	59.4	95.0
14	Laura J. Boring.....	750	9th	61.9	58.2	94.3
15	Francella S. Miner.....	550	9th & 10th	63.4	59.5	93.8
16	Fanny A. Barber, Jennie Allen.....	750	10th	65.6	61.4	95.1
	Jennie Allen.....	800	10th	62.1	57.7	92.9
	Total.....			948.9	897.3	94.5

CARPENTER SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner May and Augusta Street ; thence following Augusta Street to Noble Street ; Noble Street to First Street ; First Street to Armour Street ; Armour Street to Kinzie Street ; Kinzie Street to Noble Street ; Noble Street to Indiana Street ; Indiana Street to May Street ; and May Street to place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Maria H. Sayward, <i>Principal</i>	\$1,200				
1	Belle McBeath.....	800				
2	Abbie D. Sayward.....	800	3d and 3d	39.9	37.5	94.0
3	Mary McNamara.....	650	4th and 4th	57.9	55.0	94.9
4	Caroline T. Warner, Helen M. Seavey, {	750	4th and 5th	57.0	53.5	94.0
	M. Lulu Taylor.....	750	5th and 6th	59.5	56.0	94.1
5	Lizzie D. Thayer, Helen M. Seavey.....	750	6th	59.8	56.4	94.4
6	M. Lulu Taylor, Lizzie D. Thayer.....	550	6th and 7th	59.1	56.7	95.8
7	Meta W. Wellers.....	750	7th	59.3	56.0	94.4
8	Sarah E. Carman, Frances C. Shipman...	550	7th	60.4	57.5	95.3
9	Lizzie E. Flaven.....	750	7th and 8th	62.6	60.6	96.7
10	Alice M. Hill.....	750	8th	61.7	58.9	95.4
11	Jennie E. M. Cheney.....	750	8th	81.2	78.1	96.0
12	Belle M. Halket, Mattie J. Baker.....	550	8th and 9th	118.1	111.8	95.5
13	Millie A. Hand.....	550	9th & 10th	117.6	110.5	93.9
14	Annie M. Tustin.....	650	9th & 10th	123.7	116.6	94.3
15	Emma J. Jenness.....	750	9th & 10th	124.6	118.5	95.0
16	Julia H. Kirk.....	800	10th	128.6	121.4	94.4
	Nettie Bushnell.....	550				
	Ella Jones.....	550				
	Emma Hatterman, <i>Teacher of German</i>	650				
	Total.....			1271.0	1205.0	94.8

BURR SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the North Branch of the River at Robey Street; thence following Robey Street to Milwaukee Avenue; Milwaukee Avenue to Division Street; Division Street to the North Branch of the River; and the North Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Sarah O. Babcock, <i>Principal</i>	\$1,200				
1	Lizzie A. Kendall.....	800	3d and 4th	44.6	43.2	96.9
2	Frances Lundegreen.....	650	4th and 5th	28.9	27.5	95.2
3	Kate F. Perkins.....	650	5th and 6th	54.5	52.4	96.1
4	Louise R. Oakman.....	500	6th and 7th	26.9	25.4	94.4
5	Ella C. Mayhew.....	750	7th	53.4	51.0	95.5
6	Libbie Christian.....	650	7th and 8th	49.5	46.9	94.7
7	Mary M. Newell.....	550	8th	29.6	27.8	93.9
8	Anna Murphy.....	550	9th	29.7	28.5	96.0
9	Mary D. LeBaron.....	650	9th	54.3	52.0	95.8
10	Carrie A. Murray.....	550	9th & 10th	35.3	33.2	94.1
11	Eliza J. Hull.....	750	10th	58.9	55.7	94.6
12	Louise C. Litka.....	800	10th	59.2	55.9	94.4
	Total.....			524.8	499.5	95.2

The School was re-organized and new divisions were formed in January, 1874.

KING SCHOOL.*

BOUNDARIES OF DISTRICT—Commencing at corner of Robey and Adams Street; thence following Adams Street to Western Avenue; Western Avenue to Madison Street; Madison Street to City Limits; City Limits to C. B. & Q. R. R. Track; C. B. & Q. R. R. Track to Robey Street; and Robey Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Nellie M. Hardick, <i>Principal</i>	\$1,200				
1	Lizzie M. Young, Carrie G. Adams, } Elizabeth A. Mann..... }	800	3d and 4th	25.7	24.4	94.9
2	Louise A. Chandler, Lizzie M. Young....	650	5th	27.9	26.3	94.2
3	Elizabeth A. Mann, Louise A. Chandler..	750	6th	34.0	32.4	95.2
4	Clara A. Allen.....	650	7th	25.9	24.5	94.7
5	Elizabeth Evans.....	750	7th	27.0	25.9	95.4
6	Mary E. Mann.....	650	8th	29.2	28.0	95.5
7	Fanny E. Wert, Frances W. McDonnell, } Sophia B. Adams..... }	500	8th	27.0	25.9	95.1
8	C. Lucretia Miller.....	550	9th	31.8	30.4	95.3
9	Sophia B. Adams, Mary E. Barnes.....	650	9th & 10th	31.5	30.3	95.8
10	Mattie W. Thompson, Katharine Goggin..	550	10th	31.8	30.5	95.9
11	Katharine Goggin, Susan E. S. Carpenter	650	10th	31.2	29.6	94.5
12	Mary E. Barnes.....	650	10th	24.0	22.6	93.5
	Total.....			347.0	330.8	95.0

* Opened January 5, 1874.

HARRISON STREET HIGHER SCHOOL

For the year ending December 31, 1902, the amount of the total cost of the school was \$10,000.00. The amount of the total cost of the school was \$10,000.00. The amount of the total cost of the school was \$10,000.00.

For the year ending December 31, 1902

Name of Person	Number of Pupils in the School for the Year	Number of Pupils in the School for the Year	Average Number of Pupils for the Year	Average Number of Pupils for the Year
J. H. Smith	10	10	10	10
J. H. Smith	10	10	10	10
J. H. Smith	10	10	10	10
J. H. Smith	10	10	10	10
J. H. Smith	10	10	10	10
J. H. Smith	10	10	10	10

ELIZABETH STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Kinzie and Peoria Street ; thence following Kinzie Street to Ashland Avenue ; Ashland Avenue to Madison Street ; Madison Street to Sheldon Street ; Sheldon Street to Washington Street ; Washington Street to Peoria Street ; and Peoria Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1876.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Hattie N. Winchell, <i>Principal</i>	\$1,100				
1	Sarah O. Flagg.....	800	6th	59.3	57.8	97.5
2	Minnie W. Hanna.....	650	6th and 7th	57.5	53.9	93.7
3	Frances LeBaron.....	750	7th	57.4	54.0	94.0
4	Susie A. Edwards.....	750	8th	56.4	53.7	94.0
5	Anna Steiger.....	750	8th	32.7	30.6	93.7
6	Emily C. Currier.....	750	9th	56.2	52.9	94.0
7	Jane A. Graves.....	750	9th & 10th	54.1	50.8	93.9
8	Clara Wingrave.....	800	10th	58.4	54.0	92.5
	Total.....			432.0	407.7	94.4

* Division organized in January, 1874.

WALSH STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River at the crossing of the C. B. & Q. R. R.; thence following C. B. & Q. R. R. to Center Avenue; Center Avenue to the South Branch of the River; and the South Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Mary E. S. Brown, <i>Principal</i>	\$1,100				
1	Orpha E. Rose.....	800	6th	56.5	53.4	94.5
2	Laura D. Barron.....	800	6th	54.0	50.9	94.3
3	Mary F. Burbank, Clara A. Allen.....	650	7th	55.8	52.4	93.9
4	Frances W. Rowland.....	750	7th	58.0	55.5	94.2
5	Louisa S. Moore.....	750	8th	59.7	56.3	94.3
6	Carrie E. Brown.....	750	8th and 9th	63.5	59.3	93.4
7	Belle Leslie.....	750	9th	77.6	73.8	95.1
8	Joanna A. Fitzgerald, Elizabeth Evans....	650	9th	85.3	80.9	92.8
9	Minnie A. Kittell, Joanna A. Fitzgerald.	650	9th & 10th	98.1	91.7	93.5
10	Julia H. Knight, Mary F. Burbank, Elsie V. S. Burbank.....	550	10th	115.5	107.6	93.2
11	Elizabeth S. Smith, Minnie A. Kittell....	550	10th	117.5	110.8	94.3
12	Annie W. Edwards.....	800	10th	114.9	108.5	94.4
	Grace M. Banks.....	500	9th			
	Susan D. Leary.....	750	9th & 10th			
	Bothella G. Jacobs.....	550	10th			
	Total			957.3	901.1	94.1

MITCHELL STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River, at Taylor Street; thence following Taylor Street to Jefferson Street; Jefferson Street to Maxwell Street; Maxwell Street to Blue Island Avenue; Blue Island Avenue to Center Avenue; Center Avenue to C. B. & Q. R. R.; C. B. & Q. R. R. to the South Branch of the River; and the South Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Beginning for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Tammie E. Flowers, <i>Principal</i>	\$1,100				
1	Jennie A. Fennimore.....	800	6th	56.0	54.0	96.4
2	Jennie E. Gillespie, Azubah T. Dodge...	750	7th	53.7	50.9	94.8
3	Celia M. Gilmore, Jennie E. Gillespie...	750	7th	56.7	53.8	94.9
4	Maria E. Walsh, Celia M. Gilmore.....	750	8th	59.5	55.8	93.8
5	Mary E. Holligan, Maria E. Walsh.....	750	8th	58.8	54.9	93.4
6	Amanda P. Gates, Mary E. Holligan.....	650	9th	60.6	56.7	93.6
7	Louisa C. Wright, Amanda P. Gates.....	650	9th	59.5	56.8	95.5
8	Nellie V. Carter, Nellie M. Galvin.....	550	9th	58.3	54.1	92.8
9	Frank Foster, Louisa C. Wright.....	550	10th	59.0	55.0	93.2
10	Maggie C. Reilly.....	750	10th	58.3	55.3	94.9
11	Annie Ryan, Ella C. Rusco.....	500	10th	55.7	52.5	94.3
12	Mary J. Towne.....	800	10th	57.2	54.5	95.3
13	Mary J. Towne.....	....	10th	48.1	45.1	93.8
14	Augusta L. Downs, Ella C. Rusco.....	550	10th	34.9	32.8	94.0
15*	Augusta L. Downs, Nora B. Madden....	....	10th	32.1	30.1	93.8
16†	Frank Foster... ..	....	10th	8.6	8.1	94.2
	Total.....	.....	.....	817.0	770.4	94.3

* Organized September, and continued eight months.

† Organized January 5th, and continued two months.

WENTWORTH AV. PRIMARY SCHOOL

BOUNDARIES OF DISTRICT—That portion of the South Division of the city lying between Sixteenth and Twenty-fourth Streets, and between Burnside (both sides) and Halsted Streets.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Mary E. R. Farnham, <i>Principal</i>	\$1,100				
1	Belle S. Porter.....	800	6th	54.4	51.4	94.5
2	Ella M. Porter.....	750	6th and 7th	54.4	51.4	94.5
3	Sophie Durham.....	750	7th	53.4	49.7	93.1
4	Mary E. Blackman.....	800	7th and 8th	57.1	53.2	93.2
5	May C. French.....	750	8th	61.3	58.0	94.6
6	Minnie P. F. Kellogg.....	750	8th and 9th	61.8	58.5	94.7
7	Carrie T. G. Fish.....	650	9th	61.6	58.1	94.3
8	Mary E. Ross, Martha J. Loudon, Sara F. Young.....	750	9th	64.6	61.4	95.0
9	Mary A. Wilson.....	750	9th	63.6	60.4	95.0
10	Bella Jones.....	650	10th	78.7	74.2	94.3
11	Jennie Spratt.....	650	10th	76.7	73.0	95.0
12	Sallie Hart.....	800	10th	80.3	75.8	94.4
	Total.....			767.9	725.1	94.4

VEDDER STREET PRIMARY SCHOOL.*

BOUNDARIES OF DISTRICT—Commencing at the corner of Blackhawk and Mohawk Streets; thence following Blackhawk Street to the North Branch of the River; the North Branch to Oak Street; Oak Street to Bremer Street; Bremer Street to Clybourn Avenue; Clybourn Avenue to Mohawk Street; and Mohawk Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Elsie H. Gould, <i>Principal</i>	8900				
1	Ellen R. Smith.....	750	6th	11.7	11.3	96.5
2	Martha J. B. Rice.....	750	6th and 7th	11.9	11.4	95.7
3	Elizabeth Cobb.....	500	7th	12.2	11.5	94.2
4	Marietta L. Palmer.....	750	7th and 8th	12.1	11.7	96.7
5	Addie M. Miner.....	550	8th	12.6	11.9	94.4
6	Clara A. L. Lang.....	550	9th	12.8	11.9	92.9
7	Mary L. O'Connor.....	550	9th	12.8	12.3	96.0
8	Nora B. Madden.....	550	9th	12.9	12.5	97.1
9	Clara E. Whittemore.....	550	9th & 10th	14.9	14.3	96.0
10	Lizzie M. Coffee.....	550	9th & 10th	23.5	23.2	98.3
11	Frances W. McDonnell.....	550	10th	23.4	22.4	95.7
12	Ella C. Rusco.....	750	10th	22.3	21.4	95.9
13	M. Bell Hibbard.....	500	10th			
	Total.....			183.1	175.8	96.0

* School organized May, 1874.

BLUE ISLAND AV. PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—That portion of the South Division of the city lying between the Illinois and Michigan Canal and the South Branch of the River.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	Susan Prince, <i>Principal</i> , Catherine H. Johnson.....	\$ 900	3d to 10th	51.6	48.0	93.0
	Total.....			51.6	48.0	93.0

CALUMET AVENUE PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake at Twenty-second Street ; thence following Twenty-second Street to a line midway between Prairie and Indiana Avenues ; a line midway between Prairie and Indiana Avenues to Twenty-fifth Street ; Twenty-fifth Street to Clark Street ; Clark Street to Twenty-ninth Street ; Twenty-ninth Street to the Lake ; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Belle M. Spence, <i>Principal</i>	\$1,000				
1	Ellen E. Barter.....	800	6th	58.4	55.8	95.6
2	Esther L. Shepard.....	750	6th	57.5	54.5	94.8
3	Laura A. Randall.....	750	7th	60.3	57.0	94.3
4	Helen F. Smith.....	650	7th	60.6	57.1	94.4
5	Georgia B. Abbott.....	750	8th	62.9	59.7	95.1
6	Gertrude O. Cole.....	750	8th	65.1	62.1	95.2
7	Anna A. Nash.....	750	9th	64.5	61.8	96.0
8	Zilpha A. Vandercook.....	650	9th	67.2	64.6	96.0
9	Ella J. Willard.....	750	10th	64.1	61.2	95.2
10	Helen M. Stilwell.....	800	10th	63.5	60.1	94.6
	Total			624.1	593.9	95.1

LINCOLN STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Erie Street and Ashland Avenue ; thence following Erie Street to Paulina Street ; Paulina Street to Chicago Avenue ; Chicago Avenue to Western Avenue ; Western Avenue to Kinzie Street ; Kinzie Street to Ashland Avenue ; and Ashland Avenue to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Esther M. Sprague, <i>Principal</i>	\$1,000				
1	Leonice B. Woodford.....	800	6th	55.7	52.9	94.9
2	Sarah P. Ballard, Lizzie M. Young	550	6th	54.7	50.8	92.9
3	Maggie E. Burke.....	550	7th	62.9	60.6	96.3
4	Celestia Dewyer.....	750	7th and 8th	63.9	61.1	95.6
5	Hattie E. Laing, Louise Chandler	550	8th	62.2	58.3	93.7
6	Nellie L. Holden.....	750	8th and 9th	61.1	58.6	95.9
7	Laura E. Pinta.....	750	9th	61.8	58.2	94.1
8	Kate Cowan.....	550	9th	63.6	60.0	94.4
9	Mary J. Scanlan.....	650	9th	66.0	62.3	94.1
10	Annie E. Wingrave.....	650	9th	61.8	57.0	92.2
11	Alice S. Barnard, Mattie W. Thompson..	500	10th	80.0	74.9	93.7
12	*Delia A. Kehoe.....	800	10th	114.7	110.4	96.3
	Mary H. Smith.....	550				
	Total			808.4	765.1	94.7

* Died July 8, 1874.

THIRD AVENUE PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—All that portion of the South Division lying West of State Street, between Polk Street and Fourteenth Street.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Mary J. Dewey, <i>Principal</i>	\$1,100				
1	Laura B. Holbert, Eleanor J. Vance	800	6th	28.6	26.5	92.6
2	Ella McAfferty, Laura B. Holbert	550	7th	26.2	24.1	90.2
3	Harriet E. Nourse, Martha J. B. Rice, { Isabella M. Hunt	500	7th and 8th	24.9	23.1	92.7
4	R. Louise Brownell, Eleanor J. Vance, { Ella McAfferty	650	8th	27.2	25.2	92.6
5	Ellen Holland	650	8th	27.4	25.7	93.7
6	Emily C. Marks	750	9th	27.8	26.4	94.9
7	Mary Conley	550	9th	29.4	27.9	94.9
8	(<i>Substitute</i>), R. Louise Brownell .....	.....	9th & 10th	27.4	25.6	93.4
9	Sarah T. Brayton, Mary L. O'Connor	500	10th	29.7	27.8	93.6
10	Mary E. Barnard	550	10th	29.0	26.8	92.4
11	Eliza J. Campbell	650	10th	28.9	27.0	93.4
12	Eleanor J. Vance, Corinne S. Gooding	800	10th	30.4	28.8	94.7
	Total			336.9	314.9	93.5

School opened February 16, 1874.

PEARSON STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Oak and Wells Street; thence following Oak Street to the North Branch of the River; the North Branch to Superior Street; Superior Street to Wells Street; and Wells Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Hattie M. Butterfield, <i>Principal</i>	\$1,000				
1	Maggie A. Sullivan.....	800	5th and 6th	53.4	51.3	96.0
2	Hattie O. Peeke, Mary V. S. Price.....	750	6th	54.9	52.4	95.3
3	Mary E. O'Brien.....	650	6th and 7th	63.4	61.1	96.3
4	Elizabeth E. Mather.....	750	7th	62.9	61.1	97.1
5	Kate C. Stowell, Helen M. Boyden.....	750	8th	62.7	59.1	94.1
6	Kate M. Walsh.....	650	8th	63.5	58.3	90.2
7	Lizzie C. Buckley.....	650	8th and 9th	62.3	59.8	94.4
8	Minnie Eliel, Louise C. Litka.....	550	9th	62.2	58.9	94.7
9	Ida F. Dennis.....	650	9th	62.7	59.3	94.5
10	Helen M. Boyden, Lizzie Coffee, Alice M. Boylan.....	550	9th	62.7	59.5	94.7
11	Laura A. M. Brodie.....	750	10th	63.0	59.0	93.5
12	Mary A. Burke.....	800	10th	89.9	86.9	96.6
	Total.....			763.6	726.7	95.2

ELIZABETH STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Kinzie and Peoria Street ; thence following Kinzie Street to Ashland Avenue ; Ashland Avenue to Madison Street ; Madison Street to Sheldon Street ; Sheldon Street to Washington Street ; Washington Street to Peoria Street ; and Peoria Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1876.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Hattie N. Winchell, <i>Principal</i>	\$1,100				
1	Sarah O. Flagg.....	800	6th	59.3	57.8	97.5
2	Minnie W. Hanna.....	650	6th and 7th	57.5	53.9	93.7
3	Frances LeBaron.....	750	7th	57.4	54.0	94.0
4	Susie A. Edwards.....	750	8th	56.4	53.7	94.0
5	Anna Stelger.....	750	8th	52.7	30.6	93.7
6	Emily C. Currier.....	750	9th	56.2	52.9	94.0
7	Jane A. Graves.....	750	9th & 10th	54.1	50.8	93.9
8	Clara Wingrave.....	800	10th	58.4	54.0	92.5
	Total.....			432.0	407.7	94.4

* Division organized in January, 1874.

WALSH STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River at the crossing of the C. B. & Q. R. R.; thence following C. B. & Q. R. R. to Center Avenue; Center Avenue to the South Branch of the River; and the South Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Mary E. S. Brown, <i>Principal</i>	\$1,100				
1	Orpha E. Rose.....	800	6th	56.5	53.4	94.5
2	Laura D. Barron.....	800	6th	54.0	50.9	94.3
3	Mary F. Burbank, Clara A. Allen.....	650	7th	55.8	52.4	93.9
4	Frances W. Rowland.....	750	7th	58.4	55.5	94.2
5	Louisa S. Moore.....	750	8th	59.7	56.3	94.3
6	Carrie E. Brown.....	750	8th and 9th	63.5	59.3	93.4
7	Belle Leslie.....	750	9th	77.6	73.8	95.1
8	Joanna A. Fitzgerald, Elizabeth Evans...	650	9th	85.3	80.9	92.8
9	Minnie A. Kittell, Joanna A. Fitzgerald.	650	9th & 10th	98.1	91.7	93.5
10	Julia H. Knight, Mary F. Burbank, Elsie V. S. Burbank.....	550	10th	115.5	107.6	93.2
11	Elizabeth S. Smith, Minnie A. Kittell...	550	10th	117.5	110.8	94.3
12	Annie W. Edwards.....	800	10th	114.9	108.5	94.4
	Grace M. Banks.....	500	9th			
	Susan D. Leary.....	750	9th & 10th			
	Bothella G. Jacobs.....	550	10th			
	Total.....			957.3	901.1	94.1

MITCHELL STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River, at Taylor Street; thence following Taylor Street to Jefferson Street; Jefferson Street to Maxwell Street; Maxwell Street to Blue Island Avenue; Blue Island Avenue to Center Avenue; Center Avenue to C. B. & Q. R. R.; C. B. & Q. R. R. to the South Branch of the River; and the South Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Tammie E. Flowers, <i>Principal</i>	\$1,100				
1	Jennie A. Fennimore.....	800	6th	56.0	54.0	96.4
2	Jennie E. Gillespie, Azubah T. Dodge...	750	7th	53.7	50.0	94.8
3	Celia M. Gilmore, Jennie E. Gillespie....	750	7th	56.7	53.8	94.9
4	Maria E. Walsh, Celia M. Gilmore.....	750	8th	59.5	55.8	93.8
5	Mary E. Holligan, Maria E. Walsh.....	750	8th	58.8	54.0	93.4
6	Amanda P. Gates, Mary E. Holligan.....	650	9th	60.6	56.7	93.6
7	Louisa C. Wright, Amanda P. Gates.....	650	9th	59.5	56.8	95.5
8	Nellie V. Carter, Nellie M. Galvin.....	550	9th	58.3	54.1	92.8
9	Frank Foster, Louisa C. Wright.....	550	10th	59.0	55.0	93.2
10	Maggie C. Reilly.....	750	10th	58.3	55.3	94.9
11	Annie Ryan, Ella C. Rusco.....	500	10th	55.7	52.5	94.3
12	Mary J. Towne.....	800	10th	57.2	54.5	95.3
13	Mary J. Towne.....	....	10th	48.1	45.1	93.8
14	Augusta L. Downs, Ella C. Rusco.....	550	10th	34.9	32.8	94.0
15*	Augusta L. Downs, Nora B. Madden....	....	10th	32.1	30.1	93.8
16†	Frank Foster... ..	....	10th	8.6	8.1	94.2
	Total.....	.....	.....	817.0	770.4	94.3

* Organized September, and continued eight months.

† Organized January 5th, and continued two months.

WENTWORTH AV. PRIMARY SCHOOL

BOUNDARIES OF DISTRICT—That portion of the South Division of the city lying between Sixteenth and Twenty-fourth Streets, and between Burnside (both sides) and Halsted Streets.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Mary E. R. Farnham, <i>Principal</i>	\$1,100				
1	Belle S. Porter.....	800				
2	Ella M. Porter.....	750	6th and 7th	54.4	51.4	94.5
3	Sophie Durham.....	750	7th	53.4	49.7	93.1
4	Mary E. Blackman.....	800	7th and 8th	57.1	53.2	93.2
5	May C. French.....	750	8th	61.3	58.0	94.6
6	Minnie P. F. Kellogg.....	750	8th and 9th	61.8	58.5	94.7
7	Carrie T. G. Fish.....	650	9th	61.6	58.1	94.3
8	Mary E. Ross, Martha J. Loudon, Sara F. Young.....	750	9th	64.6	61.4	95.0
9	Mary A. Wilson.....	750	9th	63.6	60.4	95.0
10	Bella Jones.....	650	10th	78.7	74.2	94.3
11	Jennie Spratt.....	650	10th	76.7	73.0	95.0
12	Sallie Hart.....	800	10th	80.3	75.8	94.4
	Total.....			767.9	725.1	94.4

VEDDER STREET PRIMARY SCHOOL.*

BOUNDARIES OF DISTRICT—Commencing at the corner of Blackhawk and Mohawk Streets ; thence following Blackhawk Street to the North Branch of the River ; the North Branch to Oak Street ; Oak Street to Bremer Street ; Bremer Street to Clybourn Avenue ; Clybourn Avenue to Mohawk Street ; and Mohawk Street to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Elsie H. Gould, <i>Principal</i>	\$900				
1	Ellen R. Smith.....	750	6th	11.7	11.3	96.5
2	Martha J. B. Rice.....	750	6th and 7th	11.9	11.4	95.7
3	Elizabeth Cobb.....	500	7th	12.2	11.5	94.2
4	Marietta L. Palmer.....	750	7th and 8th	12.1	11.7	96.7
5	Addie M. Miner.....	550	8th	12.6	11.9	94.4
6	Clara A. L. Lang.....	550	9th	12.8	11.9	92.9
7	Mary L. O'Connor.....	550	9th	12.8	12.3	96.0
8	Nora B. Madden.....	550	9th	12.9	12.5	97.1
9	Clara E. Whittemore.....	550	9th & 10th	14.9	14.3	96.0
10	Lizzie M. Coffee.....	550	9th & 10th	23.5	23.2	98.3
11	Frances W. McDonnell.....	550	10th	23.4	22.4	95.7
12	Ella C. Rusco.....	750	10th	22.3	21.4	95.9
13	M. Bell Hibbard.....	500	10th			
	Total.....			183.1	175.8	96.0

* School organized May, 1874.

BLUE ISLAND AV. PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—That portion of the South Division of the city lying between the Illinois and Michigan Canal and the South Branch of the River.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	Susan Prince, <i>Principal</i> , Catherine H. Johnson.....	\$ 900	3d to 10th	51.6	48.0	93.0
	Total.....			51.6	48.0	93.0

CALUMET AVENUE PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the Lake at Twenty-second Street ; thence following Twenty-second Street to a line midway between Prairie and Indiana Avenues ; a line midway between Prairie and Indiana Avenues to Twenty-fifth Street ; Twenty-fifth Street to Clark Street ; Clark Street to Twenty-ninth Street ; Twenty-ninth Street to the Lake ; and the Lake to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Belle M. Spence, <i>Principal</i>	\$1,000				
1	Ellen E. Barter.....	800	6th	58.4	55.8	95.6
2	Esther L. Shepard.....	750	6th	57.5	54.5	94.8
3	Laura A. Randall.....	750	7th	60.3	57.0	94.3
4	Helen F. Smith.....	650	7th	60.6	57.1	94.4
5	Georgia B. Abbott.....	750	8th	62.9	59.7	95.1
6	Gertrude O. Cole.....	750	8th	65.1	62.1	95.2
7	Anna A. Nash.....	750	9th	64.5	61.8	96.0
8	Zilpha A. Vandercook.....	650	9th	67.2	64.6	96.0
9	Ella J. Willard.....	750	10th	64.1	61.2	95.2
10	Helen M. Stilwell.....	800	10th	63.5	60.1	94.6
	Total.....			624.1	593.9	95.1

LINCOLN STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing at the corner of Erie Street and Ashland Avenue; thence following Erie Street to Paulina Street; Paulina Street to Chicago Avenue; Chicago Avenue to Western Avenue; Western Avenue to Kinzie Street; Kinzie Street to Ashland Avenue; and Ashland Avenue to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Esther M. Sprague, <i>Principal</i>	\$1,000				
1	Leonice B. Woodford.....	800	6th	55.7	52.9	94.9
2	Sarah P. Ballard, Lizzie M. Young....	550	6th	54.7	50.8	92.9
3	Maggie E. Burke.....	550	7th	62.9	60.6	96.3
4	Celestia Dewyer.....	750	7th and 8th	63.9	61.1	95.6
5	Hattie E. Laing, Louise Chandler.....	550	8th	62.2	58.3	93.7
6	Nellie L. Holden.....	750	8th and 9th	61.1	58.6	95.9
7	Laura E. Pinta.....	750	9th	61.8	58.2	94.1
8	Kate Cowan.....	550	9th	63.6	60.0	94.4
9	Mary J. Scanlan.....	650	9th	66.0	62.3	94.1
10	Annie E. Wingrave.....	650	9th	61.8	57.0	92.2
11	Alice S. Barnard, Mattie W. Thompson..	500	10th	80.0	74.9	93.7
12	*Delia A. Kehoe.....	800	10th	114.7	110.4	96.3
	Mary H. Smith.....	550				
	Total			808.4	765.1	94.7

* Died July 8, 1874.

THIRD AVENUE PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—All that portion of the South Division lying West of State Street, between Polk Street and Fourteenth Street.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Mary J. Dewey, <i>Principal</i>	\$1,100				
1	Laura B. Holbert, Eleanor J. Vance.....	800	6th	28.6	26.5	92.6
2	Ella McAfferty, Laura B. Holbert.....	550	7th	26.2	24.1	90.2
3	Harriet E. Nourse, Martha J. B. Rice, { Isabella M. Hunt.....	500	7th and 8th	24.9	23.1	92.7
4	R. Louise Brownell, Eleanor J. Vance, { Ella McAfferty.....	650	8th	27.2	25.2	92.6
5	Ellen Holland.....	650	8th	27.4	25.7	93.7
6	Emily C. Marks.....	750	9th	27.8	26.4	94.9
7	Mary Conley.....	550	9th	29.4	27.9	94.9
8	(<i>Substitute</i>), R. Louise Brownell.....	....	9th & 10th	27.4	25.6	93.4
9	Sarah T. Brayton, Mary L. O'Connor....	500	10th	29.7	27.8	93.6
10	Mary E. Barnard.....	550	10th	29.0	26.8	92.4
11	Eliza J. Campbell.....	650	10th	28.9	27.0	93.4
12	Eleanor J. Vance, Corinne S. Gooding....	800	10th	30.4	28.8	94.7
	Total.....			336.9	314.9	93.5

School opened February 16, 1874.

SANGAMON STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the North Branch of the River, at Halsted Street; thence following Halsted Street to Chicago Avenue; Chicago Avenue to Sangamon Street; both sides of Sangamon Street to Kinzie Street; Kinzie Street to the North Branch of the River; and the North Branch to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Laura D. Ayres, <i>Principal</i>	\$1,100				
1	Mary L. Bockius.....	800	6th	55.7	53.5	96.0
2	Sophia L. Dean.....	750	7th	53.2	50.5	94.9
3	Susan Payne.....	750	7th	56.2	53.5	95.1
4	Sophie C. Johns.....	750	7th and 8th	55.7	52.8	94.7
5	Lizzie Gibbons.....	550	8th	57.4	55.1	95.9
6	Charly E. H. Brackett.....	750	8th	59.5	56.9	95.6
7	Clara E. Lamb.....	750	9th	60.2	56.9	94.5
8	Fannie Lull.....	750	9th	60.1	56.2	93.5
9	Sara P. Young.....	650	9th & 10th	58.2	55.0	94.5
10	Maggie Halket.....	750	10th	53.3	58.4	92.2
11	Emma Tracy.....	750	10th	64.2	62.0	96.5
12	Sarah J. Ford.....	550	10th	51.3	48.0	93.5
13	Lizzie Bean.....	800	10th	67.0	62.1	92.6
14	Emma A. Hunt.....	750	9th	45.0	42.7	94.9
	Total.....			807.0	763.6	94.6

POLK STREET PRIMARY SCHOOL.

BOUNDARIES OF DISTRICT—Commencing on the South Branch of the River at Jackson Street; thence following Jackson Street to Jefferson Street; Jefferson Street to Mather Street; Mather Street and line of Mather Street extended to Halsted Street; Halsted Street to Polk Street; Polk Street to Aberdeen Street; Aberdeen Street to Taylor Street; Taylor Street to the South Branch of the River; and the South Branch of the River to the place of beginning.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
	Rose A. McCarthy, <i>Principal</i>	\$1,000				
1	Fannie E. White.....	800	6th	61.2	57.8	94.4
2	Theresa McGuire.....	750	6th and 7th	61.5	58.6	95.3
3	Lottie A. Hunt.....	750	7th	60.6	57.4	94.8
4	Joanna E. Powell, Elizabeth A. Mann...	650	8th	62.1	60.1	96.7
5	Catherine Johnson, Joanna E. Powell...	750	8th	62.1	59.5	95.8
6	Sarah White, Mary E. Mann.....	750	8th and 9th	62.1	58.5	94.2
7	Alice J. Miller.....	750	9th	62.6	59.3	94.6
8	Anna M. Duffy.....	750	9th	61.6	59.1	95.8
9	Emma Preston, Ella F. White.....	550	9th	62.5	59.6	95.2
10	Annie Kilie, Sophie B. Adams.....	650	9th	61.6	58.2	94.5
11	Emma K. Wright.....	750	10th	72.6	68.9	95.0
12	Ann E. Chapman.....	800	10th	104.3	98.8	94.7
	Total.....			794.8	755.7	95.1

LAWNDALE SCHOOL.

BOUNDARIES OF DISTRICT—Lawndale.

REPORT FOR SCHOOL YEAR ENDING JUNE 26, 1874.

No. of Division.	NAMES OF TEACHERS.	Salary of Teacher at the close of the School Year.	Grade of Pupils at the close of the School Year.	Average Number Belonging for the Year.	Average Daily Attendance for the Year.	Per Cent. of Attendance for the Year.
1	Helen A. Butler.....	\$1,000	2d, 3d, 4th, 5th, 6th, and 7th.	25.3	24.0	94.9
2	Elvira Pennell.....	650	8th, 9th, and 10th.	46.0	43.1	93.7

TABLES OF STATISTICS.

TABLE NO. I. Exhibits the Location, Size, and Value of School Sites.

TABLE NO. II. Exhibits the Character, Size, Value, etc., of School Buildings.

TABLE NO. III. Exhibits the Nativity of the Pupils attending the Public Schools of the city during the year.

TABLE NO. IV. Exhibits the Ages of the Pupils attending the several Public Schools of the city during the year.

TABLE NO. V. Exhibits the Number of Pupils Admitted, Left and Tardy, and the Per Cent. of Attendance, by Schools for each Department, and also for the whole School.

TABLE NO. VI. Exhibits the Average Number Belonging to each Grade, in each of the District, Grammar, and Primary Schools during the year.

TABLE NO. VII. Exhibits the Average Daily Attendance in each Grade in each of the District, Grammar, and Primary Schools during the year.

TABLE NO. VIII. Exhibits the Number of Days' Attendance of Pupils at the several Schools.

TABLE NO. IX. Exhibits the Summary of Attendance at all of the District, Grammar, and Primary Schools during each Month of the year.

TABLE NO. X. Exhibits the Number of Promotions in each Grade, in each of the District, Grammar, and Primary Schools, during the year.

TABLE NO. XI. Exhibits Miscellaneous Statistics of Attendance for each of the Schools during the year.

TABLE No. I.
SCHOOL SITES—LOCATION, SIZE AND VALUE.

SCHOOLS.	LOCATION.	SIZE OF LOT.	VALUE.
*High	Monroe Street, near Halsted.....	253 x 186	\$ 51,700
*Normal.....			
Jones.....	Harrison Street, cor. Third Avenue.....	175 x 100	64,000
*Scammon.....	Madison Street, near Union	203 x 205	101,500
Kinzie.....	Ohio Street, cor. La Salle.....	199 x 100	19,900
*Franklin.....	Division Street, cor. Sedgwick.....	181 x 264	32,500
Washington.....	Morgan Street, bet. Erie and Fourth.....	217 x 125	21,700
Moseley.....	Michigan Avenue, cor. Twenty-Fourth St..	200 x 120	70,000
Brown.....	Warren Avenue, bet. Page and Wood Street.	262 x 122	43,850
Foster.....	Union Street, bet. O'Brien and Dussold St.	200 x 172	25,000
Ogden.....	Chestnut Street, bet. State and Dearborn St.	178½ x 106½	21,420
Newberry.....	Willow Street, cor. Orchard.....	200 x 148	16,000
Wells.....	Ashland Avenue, cor. Cornelia Street.....	250 x 180	18,750
Skinner.....	Jackson Street, cor. Aberdeen	145 x 189	25,375
Haven.....	Wabash Ave. bet. Fourteenth and Sixteenth	150 x 170	60,000
Cottage Grove.....	Douglas Avenue, near Cottage Grove Ave ..	200 x 231	30,000
Holden.....	Deering Street, cor. Thirty-First Street ..	200 x 262	10,000
Holden Branch.....	Archer Avenue, cor. Fuller Street (triangular)	115 x 237	7,500
Holstein.....	Evergreen Ave. bet. Robey and Hoyne St. ...	156 x 168	7,500
Holstein Branch.....	Cortlandt St. bet. Leavitt and Oakley St. ...	145 x 100	3,000
Dore.....	Harrison Street, near Halsted.....	200 x 111	30,000
Hayes.....	Leavitt Street, bet. Walnut and Fulton St. ...	264 x 124	19,800
Hayes Branch.....	Warren Avenue, and I. C. & C. R. R.	108 x 123	4,920
Clarke.....	Ashland Ave. bet. Sampson and Hastings St.	264 x 144	19,800
Douglas.....	Forest Avenue, cor. Thirty-Second Street ..	125½ x 250	25,000
Lincoln.....	Larrabee St. bet. Belden and Fullarton Ave.	150½ x 297	12,000
Carpenter.....	Center Avenue, cor. Second Street.....	205 x 213	20,500
Burr.....	Ashland Avenue, cor. Waubansia Avenue ..	288 x 288	15,000
King.....	Harrison Street, near Western Avenue.....	200 x 158	8,000
Pearson Street Primary.....	Pearson Street, cor. Market.....	239 x 108	23,900
Elizabeth Street Primary.....	Lake Street, cor. Elizabeth.....	206 x 164	15,000
Walsh Street Primary.....	Walsh (20th) Street, cor. John	158 x 195	10,000
Mitchell Street Primary.....	Mitchell (14th) Street, near Union	200 x 173	15,000
Wentworth Avenue Primary.....	Wentworth Avenue, cor. 20th Street.....	200 x 124½	12,000
Vedder Street Primary.....	Vedder Street, near Halsted	153½ x 197	13,500
Blue Island Avenue Primary.....	(On leased ground.) .....		....
Calumet Avenue Primary.....	Calumet Avenue, near 26th Street	146 x 180	25,000
Lincoln Street Primary.....	Fourth Street, cor. Lincoln.....	216 x 123½	8,640
Third Avenue Primary.....	Third Avenue, near Twelfth Street	145 x 200	40,000
Sangamon Street Primary.....	Sangamon Street, cor. Indiana.....	200 x 116	25,000
Polk Street Primary.....	Polk Street, near Union	150 x 120	15,000
Lawndale.....	(In rented building.) .....		....
†	Hinman Street, cor. Oakley	198 x 125	5,705
§	Garibaldi Street, cor. Twenty-Seventh	200 x 125	7,300
Total.....			\$1,027,760

* Belonging to School Fund.

† Building on this lot will be ready for occupancy at the opening of the Fall Term.

§ Building will be erected on this site during the next year.

TABLE No. II.

SCHOOL BUILDINGS—DESCRIPTION, SIZE, VALUE, &c.

SCHOOLS.	WHEN ERECTED.	MATERIAL	NUMBER OF STORIES.	SIZE.	HOW HEATED.	Value, Including Heating Apparatus and Furniture	NUMBER OF SEATS.
High.....	1856	Stone	Three	53 x 90	Steam	\$42,500	663
Normal.....	1871	Wood	Two	.....	Stoves	3,550	112
*Jones.....	1870	Brick	Three	70 x 80	Furnaces	23,500	700
Scammon.....	1873	Brick	Four	76 x 84	Steam	64,000	1008
".....	1846	Brick	Two	50 x 72	Stoves	6,700	430
".....	1862	Frame	Two	60 x 36	Stoves	5,350	212
Kinzie.....	1872	Brick	Three	69½ x 82	Furnaces	29,700	753
Franklin.....	1872	Brick	Four	91 x 72	Furnaces	33,700	1007
Washington.....	1871	Brick	Four	81½ x 100	Steam	63,000	945
Moseley.....	1856	Brick	Three	76 x 58	Steam	40,000	805
† " Branch.....	....	Wood	One	22 x 44	Stoves	750	108
Brown.....	1857	Brick	Three	60 x 84	Steam	40,000	746
".....	1870	Brick	Three	70 x 80	Furnaces	23,500	760
Foster.....	1857	Brick	Three	60 x 84	Furnaces	38,700	676
".....	1862	Wood	Two	44 x 53	Stoves	5,350	255
".....	1855	Wood	Two	26 x 42	Stoves	1,925	124
Ogden.....	1872	Brick	Three	69½ x 82	Furnaces	29,700	753
Newberry.....	1858	Brick	Four	74x78, with wing	Steam	53,000	1414
Wells.....	1865	Brick	Four	68 x 86	Steam	48,500	996
Skinner.....	1859	Brick	Four	74x78, with wing	Steam	55,000	1375
Haven.....	1862	Brick	Four	68 x 86	Steam	47,000	936
Cottage Grove.....	1866	Wood	Three	68½ x 76	Furnaces	19,500	785
Holden.....	1868	Brick	Four	69½ x 87	Steam	57,000	1007
† " Branch.....	....	Wood	Two	.....	Stoves	3,450	400
Holstein.....	1855	Wood	Two	26 x 45	Stoves	3,050	140
".....	1867	Wood	Two	26 x 45	Stoves	3,050	117
".....	....	Wood	One	24 x 72	Stoves	1,850	126
Dore.....	1867	Brick	Four	68 x 86	Steam	57,000	1025
Hayes.....	1868	Brick	Four	70 x 89	Steam	57,000	1036
† " Branch.....	....	Wood	Two	30 x 50	Stoves	2,875	206
Clarke.....	1868	Brick	Three	72 x 91, with two wings 47x31 each	Steam	67,000	945
Douglas.....	1870	Brick	Three	82½ x 76½, with wing 60½ x 52	Steam	62,000	1075
Lincoln.....	1870	Brick	Three	82½ x 76½, with wing 60½ x 52	Steam	62,000	1070
Carpenter.....	1868	Brick	Four	69½ x 87	Steam	57,000	1008
Burr.....	1873	Brick	Three	71 x 81	Furnaces	30,000	756
King.....	1873	Brick	Three	71 x 81	Furnaces	30,000	756
Pearson Street Primary.....	1872	Brick	Three	69½ x 82	Furnaces	29,000	753
Elizabeth Street Primary.....	1866	Wood	Two	76 x 68½	Stoves	13,700	508
Walsh Street Primary.....	1866	Wood	Three	76 x 68½	Furnaces	19,500	756
Mitchell Street Primary.....	1869	Brick	Three	70 x 82	Furnaces	23,500	760
Wentworth Avenue Primary.....	1868	Wood	Three	76 x 86½	Furnaces	19,500	761
Vedder Street Primary.....	1873	Brick	Three	70 x 82	Furnaces	30,000	756
Blue Island Avenue Primary.....	....	Wood	One	26 x 30	Stoves	625	48
Calumet Avenue Primary.....	1871	Brick	Three	70 x 82	Furnaces	25,500	746
Lincoln Street Primary.....	1871	Brick	Three	70 x 82	Furnaces	25,500	765
Third Avenue Primary.....	1873	Brick	Three	60 x 94	Furnaces	30,000	756
Sangamon Street Primary.....	1851	Brick	Two	45 x 70	Stoves	7,600	384
" " ".....	1862	Wood	Two	56x39, with wing	Stoves	7,650	377
† " " ".....	....	Wood	Two	20 x 24	Stoves	650	84
Polk Street Primary.....	1871	Brick	Three	70 x 84	Furnaces	25,500	753
† Lawndale.....	....	....	....	....	Stoves	5,500	80
Total Value of School Buildings, including Heating Apparatus and Furniture..						\$1,426,425	33,517

* Destroyed by Fire July 14, 1874.

† In rented building.

‡ Buildings not erected by the City.

TABLE No. III.

NATIVITY OF PUPILS IN THE PUBLIC SCHOOLS.

Born in the United States.

	1867-8	1868-9	1869-70	1870-1	1871-2	1872-3	1873-4
Chicago.....	13861	16363	18382	19655	19052	21472	23819
Illinois, out of Chicago.....	2438	2845	3108	3146	2861	3537	3803
Wisconsin.....	1057	1195	1343	1498	1280	1495	1683
Michigan.....	498	587	646	696	624	740	820
Ohio.....	645	759	845	840	694	830	873
Indiana.....	307	412	456	462	374	440	449
Kentucky.....	220	227	241	257	193	230	235
Missouri.....	371	415	455	451	380	478	460
Iowa.....	354	433	522	568	533	588	668
Minnesota.....	99	117	134	132	135	175	170
Nebraska.....	6	13	13	23	20	25	29
Kansas.....	16	24	42	54	45	57	79
New York.....	3138	3146	3218	3272	2698	2871	2954
New Jersey.....	208	221	212	197	155	201	227
Delaware.....	9	16	16	13	4	4	11
Pennsylvania.....	497	541	535	530	462	546	574
Maryland.....	123	134	162	153	117	162	148
Virginia.....	77	88	83	76	67	79	90
West Virginia.....	0	0	2	4	9	7	22
District of Columbia.....	28	50	86	73	87	89	83
Maine.....	105	135	144	125	96	117	95
New Hampshire.....	91	125	111	96	73	92	78
Vermont.....	142	108	110	101	96	100	97
Massachusetts.....	730	859	825	840	613	638	606
Rhode Island.....	52	59	53	37	34	44	27
Connecticut.....	200	202	223	190	167	157	166
North Carolina.....	4	9	6	6	8	9	9
South Carolina.....	11	13	20	19	8	11	19
Georgia.....	21	29	25	27	21	26	25
Florida.....	3	3	2	4	1	3	3
Alabama.....	36	52	55	50	51	43	39
Mississippi.....	43	36	58	39	35	37	36
Louisiana.....	53	77	90	81	51	67	67
Texas.....	30	26	23	24	18	16	19
Arkansas.....	7	7	2	2	6	8	7
Tennessee.....	71	74	99	87	74	87	93
California.....	55	74	89	89	75	94	93
Oregon.....	10	6	4	2	3	5	8
Nevada.....	2	0	2	8	4	3	7
Washington Territory.....	0	0	1	2	2	1	5
Idaho Territory.....	0	0	0	0	1	4	5
Montana Territory.....	0	3	3	3	1	0	2
Dakota Territory.....	0	0	1	0	0	0	1
Indian Territory.....	0	0	0	0	1	0	0
New Mexico Territory.....	0	1	1	2	3	1	2
Arizona Territory.....	0	0	0	0	0	0	1
Utah Territory.....	1	2	0	3	2	4	4
Wyoming Territory.....	0	0	0	0	1	0	1
Colorado Territory.....	19	1	3	9	9	25	21
Lake Superior.....	0	0	0	1	0	0	0
Lake Ontario.....	0	0	2	0	0	0	0
Total.....	25638	20467	32453	33947	31244	35618	38741

TABLE No. III.—*Continued.*

NATIVITY OF PUPILS—CONTINUED.

Foreign Birth.

	1867-8	1868-9	1869-70	1870-1	1871-2	1872-3	1873-4
England	602	682	800	932	954	1317	1467
Ireland	421	434	510	536	494	558	583
Scotland.....	135	147	187	175	204	231	302
Wales.....	32	47	36	26	41	68	64
Norway.....	374	388	446	638	650	902	983
Sweden.....	131	227	425	503	403	662	683
Russia.....	2	8	13	3	6	10	35
Austria.....	10	5	10	19	43	38	43
Italy.....	6	12	13	5	19	18	23
France.....	32	36	30	35	45	53	76
Spain.....	0	0	0	0	0	0	1
Portugal.....	1	0	0	0	0	1	1
Belgium.....	7	7	9	9	14	13	15
Holland.....	75	143	165	167	286	244	260
Germany.....	864	1356	1755	1709	1487	1787	2254
Prussia.....	77	87	145	121	62	90	90
Denmark.....	37	32	60	59	66	118	153
Switzerland.....	18	14	26	31	19	45	41
Bohemia.....	391	368	367	413	500	665	602
Poland.....	7	8	20	27	32	34	38
Hungary.....	6	7	4	5	7	6	8
Bavaria.....	0	0	1	3	2	8	3
Hanover.....	2	2	1	1	3	1	0
Isle of Man.....	3	3	7	5	6	5	8
Sicily.....	1	1	1	2	0	0	3
St. Helena Island.....	5	12	1	1	0	2	2
Asia.....	0	1	1	1	0	2	5
India.....	1	6	4	6	3	7	4
Africa.....	0	5	2	1	1	2	2
New Zealand.....	0	0	1	2	2	2	4
Australia.....	4	11	19	13	26	23	20
South America.....	0	0	2	5	4	8	2
Canada.....	885	1109	1300	1322	1218	1383	1281
British America.....	2	0	1	2	3	18	10
Newfoundland.....	5	7	13	8	3	12	5
New Brunswick.....	15	19	26	23	28	21	31
Nova Scotia.....	6	7	26	20	8	14	19
Central America.....	2	2	3	0	3	1	3
Mexico.....	0	2	1	1	1	2	6
West Indies.....	7	7	6	5	4	4	5
Atlantic Ocean.....	3	3	4	2	2	9	7
Saxony.....	2	1	0	3	0	1	0
Persia.....	0	0	0	0	0	1	0
Pacific Ocean.....	0	0	0	0	1	1	1
Sandwich Islands.....	0	0	0	1	0	0	0
Shetland Islands.....	0	0	0	0	0	1	0
Borneo.....	2	0	0	0	0	0	0
Finland.....	0	0	1	0	1	1	0
Moravia.....	0	1	0	0	0	0	0
Island of St. Thomas.....	0	0	0	0	0	1	0
Island of Guernsey.....	1	1	0	1	0	0	0
Iceland.....	0	0	1	0	0	0	0
Prince Edward's Island.....	0	0	0	2	1	0	0
British Isles.....	0	0	0	0	1	0	0
East Indies.....	0	0	0	0	1	0	0
Indian Ocean.....	1	3	3	0	1	0	0
Unknown.....	91	62	31	42	118	83	79
Total.....	4266	5273	6486	6885	6791	8473	9222

TABLE NO. IV.
AGE OF PUPILS.

SCHOOLS.	Number of Pupils under 7 years of age.			Number of Pupils between 7 and 8 years of age.			Number of Pupils between 8 and 9 years of age.			Number of Pupils between 9 and 10 years of age.			Number of Pupils between 10 and 11 years of age.			Number of Pupils between 11 and 12 years of age.			Number of Pupils between 12 and 13 years of age.			Number of Pupils between 13 and 14 years of age.			Number of Pupils between 14 and 15 years of age.			Number of Pupils over 15 years of age.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High.....																														
Normal.....																														
Jones.....	101	98	199	79	68	147	70	68	138	75	71	146	91	82	173	60	55	115	72	56	128	52	57	109	35	40	75	25	37	62
Scannon.....	100	107	207	91	96	187	72	85	157	88	95	183	74	72	146	89	97	186	79	63	142	72	76	148	32	38	70	26	52	78
Kinzie.....	108	103	211	90	77	167	76	80	156	70	67	137	88	91	179	94	70	164	84	83	167	90	91	161	25	25	50	15	17	32
Franklin.....	157	161	318	127	127	254	159	122	281	119	121	240	118	130	248	110	114	224	114	120	234	68	66	134	49	32	81	35	21	56
Washington.....	78	84	162	53	55	108	31	52	83	33	45	78	45	49	94	98	54	152	74	71	145	69	67	136	35	55	90	22	52	74
Moseley.....	85	76	161	98	68	166	81	81	162	62	67	129	73	85	158	100	96	205	79	81	160	102	87	189	72	54	126	57	66	123
Brown.....	170	113	283	69	83	152	110	80	190	125	110	235	103	102	205	132	117	249	138	129	267	98	116	214	110	93	203	69	127	196
Foster.....	100	105	214	110	80	190	106	70	176	76	79	155	72	87	159	83	75	158	95	88	183	96	82	178	59	48	107	51	39	90
Ogden.....	68	70	138	65	56	121	57	67	124	67	52	119	81	70	151	63	76	139	97	77	174	88	78	166	62	54	116	38	44	82
Newberry.....	218	211	429	134	171	305	153	150	303	130	123	253	119	122	241	129	118	247	112	76	188	81	49	130	35	23	58	13	15	29
Wells.....	156	122	278	147	164	311	131	118	249	120	131	251	141	120	261	111	93	204	114	88	202	81	72	153	47	28	75	13	16	29
Skinner.....	126	86	212	75	76	151	88	90	178	102	93	195	92	85	177	92	72	164	62	93	155	73	95	168	50	74	124	45	73	118
Haven.....	73	71	144	75	73	148	91	88	179	79	103	182	92	73	165	99	75	174	91	101	192	77	90	167	46	68	114	43	44	87
Cottage Grove.....	67	59	126	39	44	83	51	49	100	60	56	116	47	63	110	39	45	84	52	55	107	48	50	98	35	98	33	32	66	68
Holden.....	159	143	302	127	132	259	126	124	250	130	102	232	112	104	216	105	89	194	81	88	169	67	70	137	51	41	92	38	38	76
Holstein.....	26	16	42	18	29	47	12	20	32	18	8	26	17	20	37	11	10	21	10	15	25	7	8	15	5	3	8	3	4	7
Dore.....	91	99	190	60	68	128	82	75	157	72	73	145	66	65	131	58	61	119	66	108	174	57	77	134	42	65	107	33	48	81

TABLE NO. IV.—Continued.

SCHOOLS.	Number of Pupils under 7 years of age.			Number of Pupils between 7 and 8 years of age.			Number of Pupils between 8 and 9 years of age.			Number of Pupils between 9 and 10 years of age.			Number of Pupils between 10 and 11 years of age.			Number of Pupils between 11 and 12 years of age.			Number of Pupils between 12 and 13 years of age.			Number of Pupils between 13 and 14 years of age.			Number of Pupils between 14 and 15 years of age.			Number of Pupils over 15 years of age.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Hayes.....	87	93	180	137	89	226	104	98	202	105	107	212	91	96	187	75	108	183	93	114	207	108	95	203	96	77	133	38	83	121
Clarke.....	216	139	355	103	108	211	112	119	231	132	108	240	116	86	202	100	111	211	96	80	176	69	60	129	62	49	111	34	29	63
Douglas.....	138	109	247	67	61	128	106	112	218	98	99	197	92	122	214	96	112	208	104	108	212	94	78	172	64	94	158	37	59	96
Lincoln.....	119	122	241	79	82	161	69	68	137	78	70	148	65	134	207	67	77	144	67	70	137	54	53	107	41	29	70	25	45	70
Carpenter.....	167	143	310	143	104	247	130	101	231	128	113	240	121	131	252	107	91	198	103	76	179	61	50	111	27	34	61	12	14	26
Burr.....	82	94	176	52	33	85	34	50	84	47	22	69	40	33	73	22	18	40	29	22	51	14	18	32	14	8	22	4	10	14
King.....	39	45	84	26	33	59	17	20	37	25	18	43	12	9	21	13	15	28	21	11	32	15	10	25	8	5	13	7	3	10
Pearson Street Primary.....	110	130	240	46	45	91	79	85	164	116	82	198	76	78	154	59	57	116	54	63	117	20	31	51	12	11	23	2	6	8
Elizabeth Street Primary.....	57	58	115	51	39	90	45	43	88	53	54	107	39	32	72	34	33	67	27	35	62	13	10	23	8	4	12	3	1	4
Walsh Street Primary.....	170	132	302	139	99	238	121	121	242	110	95	205	106	80	186	79	55	134	60	35	95	31	14	45	21	8	29	9	4	13
Mitchell Street Primary.....	153	134	287	111	114	225	106	84	190	107	82	189	83	79	162	57	54	111	59	45	104	46	21	67	11	8	19	2	5	7
Wentworth Av. Primary.....	101	90	191	96	81	177	78	83	161	72	68	140	58	54	112	48	35	83	34	33	67	15	11	26	4	11	15	1	0	1
Vedder Street Primary.....	85	82	167	38	34	72	11	17	28	15	12	27	12	13	25	9	11	20	4	8	12	4	3	7	1	3	4	1	0	1
Blue Island Av. Primary.....	8	6	14	6	4	10	6	5	11	6	6	14	0	9	15	4	4	8	5	7	12	8	4	12	1	1	2	1	0	1
Calumet Av. Primary.....	91	66	157	55	63	118	83	73	156	75	76	151	64	54	118	45	46	91	33	27	60	32	11	43	4	3	7	5	0	5
Lincoln Street Primary.....	208	150	358	141	102	243	93	101	194	92	52	144	56	41	97	45	38	83	31	24	55	17	14	31	13	5	18	1	3	4
Third Avenue Primary.....	54	57	111	18	24	42	24	18	42	11	22	33	12	10	22	10	6	16	4	7	11	3	5	8	2	6	8	0	1	1
Sangamon St. Primary.....	165	138	303	132	110	242	85	95	180	83	82	165	68	77	145	53	55	108	21	33	56	17	16	33	4	4	8	4	3	7
Polk Street Primary.....	150	131	281	58	60	118	71	95	166	88	68	156	68	69	137	61	59	120	30	48	78	39	26	65	18	12	30	17	6	23
Lawndale.....	8	6	14	3	3	6	5	9	14	5	2	7	4	7	11	12	2	14	4	5	9	4	5	9	1	2	3	3	0	3
Total.....	4105	3618	7723	2993	2764	5757	2880	2814	5700	2880	2648	5528	2638	2580	5218	2488	2323	4811	2315	2242	4557	1892	1795	3687	1202	1180	2382	1016	1584	2600

TABLE No. V.
NUMBER ADMITTED, LEFT, TARDY, AND PER CENT. OF ATTENDANCE FOR EACH OF THE DISTRICT, GRAMMAR, AND
PRIMARY SCHOOLS.

SCHOOLS.	GRAMMAR DEPARTMENT.				PRIMARY DEPARTMENT.				WHOLE SCHOOL.			
	Admitted.	Left.	Tardy.	Per Cent. of Attendance.	Admitted.	Left.	Tardy.	Per Cent. of Attendance.	Admitted.	Left.	Tardy.	Per Cent. of Attendance.
Jones	387	225	457	94.6	1685	1220	2460	93.0	2072	1445	2917	93.4
Scammon.....	439	263	150	95.9	1882	1057	1209	94.1	2321	1320	1359	95.2
Kinzie	422	242	611	94.9	1690	890	1717	93.7	2052	1132	2328	94.0
Franklin	473	312	447	95.3	2555	1604	2425	95.2	3028	1916	2872	95.2
Washington....	736	466	709	94.7	1114	539	1241	95.3	1850	1005	2040	95.1
Moseley	1097	659	1069	94.6	1236	724	1759	95.2	2333	1383	2828	94.9
Brown.....	1340	775	1395	94.8	1924	1063	2185	93.9	3264	1838	3580	94.3
Foster.....	704	417	529	95.1	1628	874	1159	95.5	2332	1291	1688	95.4
Ogden.....	681	392	650	94.9	1323	721	1159	95.2	2004	1113	1779	95.1
Newberry	417	302	508	94.8	2647	1545	2957	95.1	3564	1847	3465	95.1
Wells	580	366	872	95.5	2190	1233	2790	95.2	2770	1599	3662	95.2
Skinner	821	450	827	95.8	1672	923	2270	94.7	2493	1373	3097	95.1
Haven.....	691	447	764	94.2	1546	852	2295	94.4	2237	1499	3059	94.4
Cottage Grove.....	521	311	662	94.0	1037	586	1340	93.5	1558	897	2002	93.7
Holden.....	376	292	585	92.6	2702	1717	4115	92.3	3078	2009	4700	92.4
Holstein.....	72	41	44	95.6	415	182	401	94.9	487	223	445	94.5
Dore	537	311	230	95.6	1614	907	1017	94.8	2151	1218	1247	95.0

TABLE No. V.—Continued.

SCHOOLS.	GRAMMAR DEPARTMENT.				PRIMARY DEPARTMENT.				WHOLE SCHOOL.			
	Admitted.	Left.	Tardy.	Per Cent. Attendance.	Admitted.	Left.	Tardy.	Per Cent. Attendance.	Admitted.	Left.	Tardy.	Per Cent. Attendance.
Hayes.....	908	601	1571	95.0	1932	1151	2795	94.6	2840	1752	4276	94.7
Clarke.....	412	258	329	94.5	2425	1381	2573	93.5	2837	1639	2902	93.7
Douglas.....	867	524	745	93.9	1893	1077	1552	93.4	2760	1601	2297	93.6
Lincoln.....	484	301	575	94.9	1695	968	2222	94.4	2179	1269	2797	94.5
Carpenter.....	399	295	220	94.1	2238	1216	1403	94.9	2637	1511	1623	94.8
Burr.....	146	71	211	96.1	1049	537	1471	94.9	1195	608	1682	95.2
King.....	150	66	146	94.6	851	325	1221	95.1	1001	391	1367	95.0
Pearson Street Primary.....	4	20	8	94.8	1738	954	1695	95.2	1742	974	1793	95.2
Elizabeth Street "	.....	.....	.....	.....	1025	617	1712	94.4	1025	617	1712	94.4
Walsh Street "	.....	.....	.....	.....	2145	1187	2904	94.1	2145	1187	2904	94.1
Mitchell Street "	.....	.....	.....	.....	1898	1178	1255	94.3	1898	1178	1255	94.3
Wentworth Avenue Primary.....	.....	.....	.....	.....	1809	1036	1775	94.4	1809	1036	1775	94.4
Vedder Street "	.....	.....	.....	.....	1045	131	375	96.0	1045	131	375	96.0
Blue Island Avenue "	30	28	24	92.8	111	72	124	93.0	141	100	148	93.0
Calumet Avenue "	.....	.....	.....	.....	1324	743	817	95.1	1324	743	817	95.1
Lincoln Street "	.....	.....	.....	.....	1847	1047	3251	94.7	1847	1047	3251	94.7
Third Avenue "	.....	.....	.....	.....	1042	390	1024	93.5	1042	390	1024	93.5
Sangamon Street "	.....	.....	.....	.....	1787	1105	1830	94.6	1787	1105	1830	94.6
Polk Street "	.....	.....	.....	.....	1766	986	1661	95.1	1766	986	1661	95.1
Lawndale.....	25	16	59	95.4	136	69	260	93.7	161	85	319	94.1
TOTAL.....	13719	8451	14487	94.9	38556	33007	64299	94.5	72275	41458	78786	94.6

TABLE NO. VI.
SUMMARY OF ATTENDANCE BY GRADES—AVERAGE NUMBER BELONGING TO EACH GRADE FOR THE YEAR.

SCHOOLS.	GRAMMAR GRADES.						PRIMARY GRADES.						Total of Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Total Grammar Grades.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Total Primary Grades.	
Jones.....	9.5	31.7	40.7	58.7	85.1	222.7	74.1	92.7	130.4	126.4	209.5	633.1	855.8
Scannon	9.8	29.6	36.4	62.2	112.9	250.9	131.3	135.3	167.3	185.3	184.9	804.1	1055.0
Kinzie....	12.8	20.8	56.7	64.4	83.4	238.1	57.8	86.8	151.3	189.7	218.3	703.9	942.0
Franklin	14.2	24.5	41.2	58.9	99.3	238.1	133.1	173.1	200.5	283.8	396.5	1187.0	1425.1
Washington	13.2	62.2	64.4	65.4	133.2	358.4	77.0	60.1	77.1	67.3	171.7	453.2	811.6
Moseley	35.2	51.2	101.5	158.3	190.4	536.6	54.7	67.3	117.5	134.1	186.9	560.5	1097.1
Brown.....	68.9	104.2	128.9	187.6	227.7	717.3	145.7	191.0	160.5	128.4	240.1	865.7	1583.0
Foster	28.2	24.6	57.7	92.5	151.7	354.7	80.9	103.5	158.9	183.0	228.6	754.9	1109.6
Ogden	16.8	42.2	76.9	79.5	126.3	341.7	86.9	106.7	131.1	122.2	149.4	596.3	938.0
Newberry.....	9.8	21.3	44.0	44.5	76.3	195.9	90.0	238.1	232.6	268.8	402.4	1231.9	1427.8
Wells.....	23.4	31.4	56.6	80.6	134.6	346.6	110.4	123.2	237.4	201.7	314.4	987.1	1313.7
Skinner.....	37.3	81.2	91.3	127.1	152.3	489.2	111.9	153.7	187.4	111.9	147.5	712.4	1201.6
Haven	32.1	30.9	67.6	88.3	124.8	343.7	94.9	86.2	128.3	159.1	134.5	603.0	946.7
Cottage Grove	15.8	51.6	57.9	59.2	78.8	263.3	62.1	84.1	102.7	93.2	67.3	409.4	672.7
Holden	15.1	23.5	43.2	43.8	53.0	178.6	107.2	111.8	224.5	211.1	287.8	942.4	1121.0
Holstein.....	.....	2.3	5.5	8.3	16.2	32.3	12.9	28.5	23.2	28.3	50.4	143.3	175.6
Dore.....	18.6	45.5	52.9	78.7	108.7	304.4	100.2	105.3	148.2	150.6	213.1	717.4	1021.8
Hayes	39.8	54.4	140.4	100.8	147.5	482.9	126.9	124.9	160.3	125.5	243.9	781.5	1564.4
Clarke.....	19.7	3.6	40.0	53.2	190.6	223.1	86.8	149.0	192.5	281.8	352.9	1063.0	1286.1

TABLE No. VI.—Continued.

SCHOOLS.	GRAMMAR GRADES.					PRIMARY GRADES.						Total of Whole School.	
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Total Grammar Grades.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.		Total Primary Grades.
Douglas.....	21.9	69.1	107.0	79.8	149.9	417.7	131.0	160.2	147.7	168.0	240.4	847.3	1266.0
Lincoln.....	28.4	33.3	47.8	75.3	73.0	257.8	137.9	108.6	153.0	139.8	151.8	691.1	948.9
Carpenter.....	39.9	50.9	103.9	194.7	96.4	200.1	175.9	198.4	405.5	1076.3	1271.0
Burr.....	19.2	30.4	30.4	80.0	60.8	65.5	72.0	103.6	142.9	444.8	524.8
King.....	25.5	27.8	53.3	34.0	53.0	58.3	39.7	108.7	293.7	347.0
Pearson Street Primary.....	11.2	11.2	82.3	98.1	139.8	231.3	200.9	752.4	763.6
Elizabeth Street Primary.....	66.0	104.6	101.5	74.7	85.2	432.0	432.0
Walsh Street Primary.....	97.8	109.1	155.9	205.5	389.0	957.3	957.3
Mitchell Street Primary.....	67.0	128.6	140.8	184.7	205.9	817.0	817.0
Wentworth Avenue Primary.....	84.8	104.1	145.2	188.9	244.9	767.9	767.9
Vedder Street Primary.....	11.7	24.1	24.7	38.5	84.1	183.1	183.1
Blue Island Avenue Primary.....6	3.2	6.0	9.8	10.1	1.4	10.0	7.7	12.6	41.8	51.6
Calumet Avenue Primary.....	119.6	115.8	134.4	135.5	118.8	624.1	624.1
Lincoln Street Primary.....	109.4	113.0	132.2	223.4	230.4	808.4	808.4
Third Avenue Primary.....	28.7	35.4	70.2	81.6	121.0	336.9	336.9
Sanganon Street Primary.....	72.8	120.0	142.3	193.7	278.2	807.0	807.0
Polk Street Primary.....	84.5	113.7	145.8	258.2	192.7	794.9	794.9
Lawndale.....	2.2	3.0	4.2	8.2	17.6	8.7	11.1	11.0	14.5	8.4	53.7	71.3
Total.....	487.5	832.3	1421.3	1781.3	2610.2	7141.6	3048.3	3887.7	4892.4	5539.9	7511.5	24879.8	32021.4

TABLE NO. VII.
SUMMARY OF ATTENDANCE BY GRADES—AVERAGE DAILY ATTENDANCE BY GRADES FOR THE YEAR.

SCHOOLS.	GRAMMAR GRADES.						PRIMARY GRADES.						Total of Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Total Grammar Grades.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Total Primary Grades.	
Jones	6.2	30.2	38.6	55.9	79.9	210.8	69.3	86.4	121.7	117.9	193.6	588.9	799.7
Scammon	9.7	28.8	35.1	59.4	107.7	240.7	125.5	128.6	159.3	175.3	174.8	763.5	1004.2
Kinzie	12.4	20.2	54.2	61.2	78.0	226.0	54.5	81.9	143.4	178.1	201.6	659.5	885.5
Franklin	13.7	23.7	38.8	56.0	94.8	227.0	127.7	162.8	190.8	272.3	376.7	1130.3	1357.3
Washington	32.4	58.7	60.9	62.1	125.5	339.6	73.5	57.5	73.2	63.9	163.8	435.9	771.5
Moseley	33.7	47.7	96.0	150.4	179.8	507.6	51.6	62.8	111.6	128.7	178.8	533.5	1041.1
Brown	67.2	99.1	122.4	177.2	214.4	689.3	136.8	179.5	151.5	121.5	223.8	813.1	1493.4
Foster	27.5	23.8	54.9	87.9	143.3	337.4	77.8	99.1	151.0	175.2	217.9	721.0	1058.4
Ogden	16.4	40.5	73.5	75.2	118.8	324.4	82.5	101.7	125.8	116.9	140.9	567.8	892.2
Newberry	9.6	20.3	41.4	42.5	72.0	185.8	85.1	227.5	221.2	256.9	380.7	1171.4	1357.2
Wells	22.9	30.5	54.1	74.6	129.8	311.9	105.0	117.9	226.7	192.0	297.9	939.5	1251.4
Skinner	36.4	77.8	87.0	122.3	145.2	468.7	106.4	145.9	177.5	106.2	138.3	674.3	1143.0
Haven	31.2	29.5	63.9	83.0	117.1	324.7	89.1	80.7	121.8	150.0	127.7	569.3	894.0
Cottage Grove	15.3	49.2	53.9	55.7	73.6	247.7	57.9	78.9	96.7	86.7	62.3	382.5	630.2
Holden	14.7	22.6	40.2	39.7	48.1	165.3	97.9	102.5	207.2	196.5	266.1	870.2	1035.5
Holstein .....	....	2.1	5.4	8.0	15.3	30.8	12.4	26.9	22.1	26.8	47.9	136.1	166.9
Dore	18.3	43.8	50.5	74.8	103.5	290.9	94.9	100.4	141.1	142.9	200.9	680.2	971.1
Hayes	39.2	52.9	132.6	95.9	139.0	459.6	120.0	118.1	151.4	119.5	229.9	738.9	1108.5
Clarke	19.4	3.4	38.2	50.0	99.8	210.8	81.2	138.1	179.6	264.9	330.0	993.8	1204.6

TABLE No. VII.—Continued.

SCHOOLS.	GRAMMAR GRADES.						PRIMARY GRADES.						Total of Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Total Grammar Grades.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Total Primary Grades.	
Douglas.....	21.2	56.6	101.2	74.8	139.3	393.1	121.4	150.2	139.2	157.8	222.8	791.4	1184.5
Lincoln.....	27.5	31.5	45.6	71.0	69.3	244.9	130.9	103.2	145.0	132.0	141.3	652.4	897.3
Carpenter.....	37.5	48.2	97.5	183.2	91.6	100.7	168.6	187.7	383.2	1021.8	1205.0
Burr.....	18.5	29.2	29.3	77.0	58.2	62.3	68.4	98.6	135.0	422.5	499.5
King.....	24.4	26.4	50.8	32.4	50.4	55.7	38.1	103.4	280.0	330.8
Pearson Street Primary.....	10.5	10.5	78.4	94.6	136.1	217.0	190.1	716.2	726.7
Elizabeth Street Primary.....	64.0	98.3	96.0	70.3	79.1	407.7	497.7
Walsh Street Primary.....	92.3	102.4	147.0	193.9	365.5	901.1	901.1
Mitchell Street Primary.....	64.5	121.6	131.5	173.5	279.3	770.4	770.4
Wentworth Avenue Primary.....	80.1	97.2	137.0	179.1	231.7	725.1	725.1
Vedder Street Primary.....	11.2	22.9	23.7	36.7	81.3	175.8	175.8
Blue Island Avenue Primary.....6	3.0	5.4	9.0	9.5	1.2	9.5	7.1	11.7	39.0	48.0
Calumet Avenue Primary.....	113.7	109.3	128.1	129.9	112.9	593.9	593.9
Lincoln Street Primary.....	103.2	108.2	125.2	210.8	217.7	765.1	765.1
Third Avenue Primary.....	26.5	32.7	65.4	77.1	113.2	314.9	314.9
Sanganon Street Primary.....	69.6	114.2	135.8	183.3	266.7	763.6	763.6
Folk Street Primary.....	80.0	108.2	139.4	245.4	182.7	755.7	755.7
Lawndale.....	2.0	2.9	4.1	7.8	16.8	8.0	10.5	10.4	13.8	7.6	50.3	67.1
Total.....	474.9	794.9	1347.9	1086.5	2471.1	6775.3	2884.6	3675.3	4635.6	5244.3	7072.8	23512.6	32287.9

TABLE NO. VIII.

ATTENDANCE OF PUPILS BY DAYS.

SCHOOLS.	Present 200 days.			Present be- tween 180 and 200 days.			Present be- tween 160 and 180 days.			Present be- tween 140 and 160 days.			Present be- tween 120 and 140 days.			Present be- tween 100 and 120 days.			Present be- tween 80 and 100 days.			Present be- tween 60 and 80 days.			Present be- tween 40 and 60 days.			Present be- tween 20 and 40 days.			Present less than 20 days.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
High.....	48	40	88	144	246	390	18	18	36	21	34	55	13	21	34	6	8	14	13	13	26	13	10	23	11	10	21	9	15	24	3	12	15
Normal.....	..	27	27	..	70	70	..	10	10	..	4	4	..	2	2	..	1	1	..	..	6	..	..	9	..	..	15	..	..	..	..	..	..
Jones.....	4	6	10	149	140	289	75	72	147	42	38	80	37	33	70	44	36	80	50	43	93	26	28	54	61	66	127	62	57	119	32	25	57
Scammon.....	25	14	39	223	286	509	86	88	174	41	57	98	39	49	88	42	32	74	50	38	88	37	41	78	45	52	97	69	74	143	32	46	78
Kinzie.....	24	26	50	227	238	465	97	101	198	78	72	150	46	45	91	35	30	65	33	31	64	54	46	100	47	40	87	45	45	90	43	47	90
Franklin.....	18	16	34	261	295	556	100	94	194	62	53	115	42	29	71	37	39	76	32	20	52	33	37	70	54	49	103	84	96	180	64	35	99
Washington.....	22	14	36	214	239	453	68	84	152	62	72	134	34	29	63	23	20	43	27	30	57	20	23	43	30	25	55	64	70	134	40	48	88
Moseley.....	26	14	40	247	282	529	122	93	215	60	45	105	33	20	53	38	42	80	28	36	64	35	30	65	44	39	83	54	44	98	42	35	77
Brown.....	34	22	56	422	391	813	151	174	325	65	71	136	52	58	110	49	55	104	55	50	105	50	56	106	64	65	129	74	88	162	58	48	106
Foster.....	12	18	30	277	281	558	97	113	210	69	57	126	41	39	71	39	71	110	27	30	57	42	27	69	56	51	107	60	52	112	50	32	82
Ogden.....	19	12	31	211	234	445	82	90	172	59	44	103	43	30	73	46	37	83	38	31	69	33	29	62	45	34	79	44	41	85	38	41	79
Newberry.....	14	15	29	280	300	580	147	106	253	65	70	135	70	44	114	54	36	90	45	42	87	39	36	75	80	71	151	67	95	162	71	54	125
Wells.....	18	28	46	280	300	580	113	91	204	68	59	127	47	35	82	42	42	84	26	52	78	64	50	114	76	37	113	83	95	178	55	38	93
Skinner.....	56	67	123	440	315	755	104	74	178	57	69	126	52	49	101	39	40	79	30	43	73	35	33	68	35	36	71	61	67	128	31	36	67
Haven.....	13	21	34	184	176	360	65	87	152	57	38	95	30	34	64	37	37	74	35	43	78	54	31	85	51	48	99	78	71	149	60	69	129
Cottage Grove.....	5	6	11	122	165	287	63	64	127	53	45	98	35	27	62	33	36	69	20	26	46	24	30	54	32	38	70	51	56	107	20	21	41
Holden.....	5	8	13	203	205	408	93	91	184	75	65	140	64	66	130	67	72	139	69	65	134	60	69	129	91	71	162	148	140	288	116	93	209
Holstein.....	..	1	1	47	48	95	26	22	48	6	9	15	12	10	22	7	14	21	14	9	23	11	16	27	12	20	32	16	11	27	1	6	7
Dore.....	13	30	43	203	306	509	73	100	173	47	49	96	34	24	58	36	44	80	22	32	54	37	38	75	37	38	75	44	51	95	36	40	76

TABLE No. VIII.—Continued.

SCHOOLS.	Present 200 days.			Present be- tween 180 and 200 days.			Present be- tween 160 and 180 days.			Present be- tween 140 and 160 days.			Present be- tween 120 and 140 days.			Present be- tween 100 and 120 days.			Present be- tween 80 and 100 days.			Present be- tween 60 and 80 days.			Present be- tween 40 and 60 days.			Present be- tween 20 and 40 days.			Present less than 20 days.			
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
Hayes	20	38	58	240	326	566	98	106	204	59	83	148	50	69	119	50	56	106	40	48	88	76	80	156	37	80	117	82	86	168	10	69	79	
Clarke	7	11	18	284	286	570	134	110	244	71	74	145	62	65	127	62	50	112	60	64	124	56	52	108	60	73	133	101	106	207	56	56	112	
Douglas	16	11	27	284	336	620	100	128	228	82	85	167	56	62	118	52	48	100	51	46	97	54	55	109	67	51	118	69	64	133	39	38	77	
Lincoln	4	7	11	225	290	514	88	116	204	78	62	140	39	41	80	27	30	57	26	21	47	23	34	57	47	33	80	56	58	114	36	25	61	
Carpenter	23	14	37	294	261	555	96	101	197	69	60	129	26	27	53	34	28	62	26	24	50	18	11	29	31	30	61	42	39	81	14	8	22	
Burr	5	6	11	134	140	274	65	56	121	30	25	55	29	24	53	30	30	50	27	18	45	24	19	43	30	34	64	25	21	46	18	20	38	
King	2	1	3	86	87	173	56	46	102	27	30	57	20	18	38	57	56	113	33	24	57	30	18	48	29	22	51	38	47	85	16	12	28	
Pearson St. Primary.	3	7	10	151	182	333	75	58	133	38	49	87	37	33	70	22	19	41	16	28	44	34	39	73	23	44	67	39	33	72	34	25	49	
Elizabeth St. Prim..	5	3	8	109	77	186	40	41	81	26	16	42	20	19	39	20	10	30	15	14	29	20	20	40	30	24	54	23	35	58	24	25	49	
Walsh St. Primary.	6	5	11	225	191	416	103	72	175	55	58	113	52	46	98	53	42	95	57	44	101	67	42	109	120	55	175	89	66	155	50	56	106	
Mitchell St. Prim'y.	8	7	15	140	154	294	73	75	148	45	35	80	42	40	82	43	30	73	42	28	70	53	48	101	79	49	128	77	65	142	66	43	109	
Wentworth Av. Pr.	1	4	5	203	173	376	78	61	139	33	46	79	30	31	61	38	37	75	30	18	48	50	33	83	58	43	101	71	69	140	42	36	78	
Vedder St. Primary.	8	7	15	141	129	270	63	69	132	33	27	60	13	15	28	14	16	30	13	8	21	14	16	30	68	55	123	122	135	257	26	22	48	
Blue Island Av. Pr....	..	..	..	..	..	..	5	10	15	7	4	11	10	5	15	6	2	8	6	3	9	6	4	10	8	5	13	4	9	13	1	6	7
Cajumet Av. Prim....	1	0	1	161	133	294	60	54	114	25	25	50	14	20	34	22	21	43	16	18	34	21	13	34	27	21	48	43	39	82	20	12	32	
Lincoln St. Primary.	..	..	..	187	145	332	96	65	161	47	41	88	37	28	65	37	31	68	30	21	51	37	22	59	39	38	77	42	41	83	34	24	58
Third Av. Primary....	4	0	4	77	96	173	52	83	135	28	37	65	33	20	53	20	41	61	50	39	89	34	37	71	33	34	67	43	51	94	18	35	53	
Thyrd Av. Prim....	11	10	21	172	168	340	89	103	192	64	56	120	53	51	104	32	39	71	33	30	63	20	33	53	30	23	53	43	39	82	13	25	38	
Sangamon St. Prim....	9	11	20	177	168	345	69	88	157	43	52	95	31	28	59	46	48	94	29	44	73	38	32	70	44	41	85	46	46	92	43	41	84	
Polk St. Primary....	..	1	1	17	15	32	13	7	20	6	3	9	4	3	7	2	3	5	5	1	6	2	0	2	0	6	3	9	3	10	13	2	1	3
Lawndale .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	489	598	1087	7270	8713	15983	1033	3045	6078	185	1806	3650	1401	1268	2669	1355	1258	2613	1244	1191	2433	1344	1257	2601	1735	1572	3307	2171	2244	4415	1354	1323	2677	

TABLE NO. IX.
MONTHLY SUMMARY OF ATTENDANCE OF ALL THE DISTRICT, GRAMMAR, AND PRIMARY SCHOOLS.

MONTHS.	SUMMARY OF GRAMMAR DEPARTMENT.				SUMMARY OF PRIMARY DEPARTMENT.				SUMMARY OF BOTH DEPARTMENTS.			
	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.
September.....	7095	6568.8	6599.8	95.5	25663	24443.5	22277.2	95.0	32758	30102.3	28637.0	95.1
October.....	7270	6780.9	6434.2	94.9	26699	25077.5	23186.2	94.6	33969	31288.4	29600.4	94.7
November.....	7266	6859.8	6562.9	95.7	26229	24617.2	23366.5	94.7	33995	31477.0	29869.4	94.9
December.....	7197	6888.6	6561.4	95.2	26212	24564.3	23071.7	93.8	33409	31452.9	29633.1	94.2
January.....	7751	7203.6	6847.5	95.1	27430	23375.0	23960.9	94.4	35181	32578.6	30808.4	94.6
February.....	7827	7492.9	7166.8	95.6	27596	25666.0	24454.5	95.3	35423	33158.9	31621.3	95.4
March.....	8165	7731.6	7203.2	94.3	27229	25396.8	23858.0	93.9	35394	33128.4	31151.2	94.3
April.....	7927	7435.7	7003.0	94.2	27010	25099.5	23606.2	94.3	34937	32465.2	30609.2	94.3
May.....	8200	7330.1	6816.8	93.0	28497	25532.3	23895.1	93.6	36697	32862.4	30711.9	93.2
June.....	7394	7034.0	6708.0	95.2	26167	24666.0	23510.0	95.3	33561	31700.0	30217.1	95.3
Average for the Year.....	7609	7141.6	6775.3	94.8	26023	24879.8	23512.6	94.5	34532	32021.4	30287.9	94.6

TABLE No. X.
PROMOTIONS DURING SCHOOL YEAR ENDING JUNE 26, 1874.

SCHOOLS.	First Grade to High School.	Second Grade to First Grade.	Third Grade to Second Grade.	Fourth Grade to Third Grade.	Fifth Grade to Fourth Grade.	Sixth Grade to Fifth Grade.	Seventh Grade to Sixth Grade.	Eighth Grade to Seventh Grade.	Ninth Grade to Eighth Grade.	Tenth Grade to Ninth Grade.	Total Number of Promotions.
Jones.....	6	31	55	50	103	39	50	79	79	55	547
Scammon.....	16	25	38	58	88	150	118	160	130	221	1004
Kinzie.....	17	21	55	79	65	68	82	102	144	180	813
Franklin.....	13	12	16	26	79	144	56	64	104	267	781
Washington.....	25	4	5	4	20	20	31	16	5	50	180
Moseley.....	29	26	82	113	100	31	60	52	78	153	744
Brown.....	64	83	92	93	186	182	146	122	149	232	1349
Foster.....	23	26	32	62	81	56	88	35	71	123	597
Ogden.....	22	45	34	39	54	45	67	89	59	135	589
Newberry.....	9	5	25	25	33	52	90	202	211	241	893
Wells.....	18	25	42	72	78	117	55	129	195	272	1003
Skinner.....	43	93	83	111	116	138	137	123	158	142	1144
Haven.....	33	37	65	63	91	65	74	82	85	164	759
Cottage Grove.....	19	29	35	53	53	60	63	106	73	104	595
Holden.....	17	22	33	37	41	83	70	101	155	190	749
Holstein.....	2	2	6	8	15	12	29	32	31	137	137
Dore.....	20	40	29	53	77	58	88	95	147	120	727
Hayes.....	34	39	75	31	86	157	74	188	84	157	925
Clarke.....	19	15	47	48	112	102	142	143	171	269	1068
Douglas.....	19	36	33	40	56	70	60	43	17	73	447
Lincoln.....	24	7	67	37	43	89	85	67	68	107	594
Carpenter.....			18	37	91	70	109	151	131	139	746
Burr.....		19	29	55	20	53	41	45	65	327	327
King.....			23	20	24	36	32	15	66	216	216
Pearson Street Primary.....						53	104	117	184	181	639
Elizabeth Street Primary.....						63	55	49	78	69	314
Walsh Street Primary.....						35	92	154	146	318	745
Mitchell Street Primary.....						33	41	58	46	73	251
Wentworth Av. Primary.....						43	81	118	124	174	540
Vedder Street Primary.....							18	5	0	42	65
Blue Island Av. Primary.....			2	0	0	0	10	7	3	22	22
Calumet Av. Primary.....						79	90	117	101	120	507
Lincoln Street Primary.....						37	104	143	131	206	621
Third Avenue Primary.....							8	14	28	34	84
Sangamon St. Primary.....						44	54	90	158	203	549
Polk Street Primary.....						44	51	88	70	161	414
Lawndale.....			5	0	4	14	16	10	10	7	66
Total.....	470	623	987	1191	1740	2300	2560	3224	3489	5147	21731

TABLE No. XI.
MISCELLANEOUS STATISTICS OF ATTENDANCE.

SCHOOLS.	No. of Different Pupils Enrolled after deducting those received from other Public Schools.	No. of Pupils born in the United States.	No. of Pupils of foreign birth.	No. of Pupils who have not been absent a single half day during the year.	No. of Pupils who have been neither absent nor tardy a single half day during the year.	Whole number of re-admissions during the year.	No. of Suspensions for Irregularity of Attendance.	No. of Special Suspensions for Misconduct.
High	744	708	36	88	71	20	3	1
Normal	142	127	15	27	20	30	0	0
Jones	1292	1084	208	10	5	667	100	18
Scammon	1504	1342	162	39	34	605	83	12
Kinzie	1424	1280	144	50	22	602	83	2
Franklin	2063	1638	425	34	29	772	240	5
Washington	1122	887	235	56	25	516	95	32
Moseley	1573	1360	213	40	26	380	269	8
Brown	2194	2070	124	56	43	849	69	17
Foster	1610	1254	356	30	19	560	113	10
Ogden	1330	1197	133	31	22	590	99	4
Newberry	2183	1679	504	29	17	778	126	8
Wells	2013	1383	630	46	34	678	60	0
Skinner	1642	1512	130	123	33	667	118	10
Haven	1552	1216	191	34	21	564	81	7
Cottage Grove	966	848	118	11	8	513	131	19
Holden	1927	1560	367	13	12	1092	268	10
Holstein	260	203	57	1	1	120	24	1
Dore	1396	1163	233	43	40	523	58	0
Hayes	1854	1640	214	58	32	781	130	10
Clarke	1920	1393	526	18	9	768	91	0
Douglas	1850	1647	203	27	15	776	156	32
Lincoln	1349	1176	173	28	26	792	124	2
Carpenter	1855	1210	645	37	31	706	84	9
Burr	616	415	201	11	11	328	53	4
King	352	282	70	3	2	190	37	1
Pearson Street Primary	1162	794	368	10	7	501	95	0
Elizabeth Street Primary	640	559	81	8	6	275	48	6
Walsh Street Primary	1499	823	676	11	2	513	113	13
Mitchell Street Primary	1361	1060	301	15	12	478	124	10
Wentworth Avenue Primary	1163	945	218	5	2	483	144	1
Veilder Street Primary	359	279	80	15	0	31	14	0
Blue Island Avenue Primary	99	57	42	0	0	40	3	0
Calumet Avenue Primary	906	790	116	1	1	362	61	0
Lincoln Street Primary	1227	1033	194	0	0	578	71	0
Third Avenue Primary	204	242	52	4	2	144	41	1
Sangamon Street Primary	1247	756	491	21	17	478	41	0
Polk Street Primary	1174	906	268	28	15	436	85	7
Lawndale	90	78	12	1	0	45	10	0
Total	47963	38741	9222	1034	672	19573	3554	260

SCHOOL FINANCES.

I. SPECIAL FUNDS.

MOSELEY BOOK FUND.

In 1856, a fund of \$1,000 was established by the late FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text books for indigent children attending the Public Schools.

During the year 1867, a bequest of \$10,000, made by Mr. Moseley, less a revenue tax of \$600, was added to this Fund, so that the total Fund now amounts to \$10,400.

FOSTER MEDAL FUND.

In 1857, DR. JOHN H. FOSTER established a Fund of \$1,000, the avails of which are expended in procuring medals, and other awards of merit, for the most deserving pupils attending the Grammar Department of the District Schools.

(For award of Foster Medals for 1874, see page 194.)

JONES FUND.

In 1858, WILLIAM JONES, Esq., established a Fund of \$1,000, the interest of which is applied for the

benefit of the Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

NEWBERRY FUND.

In 1862, WALTER L. NEWBERRY, Esq., established a Fund of \$1,000, the interest of which is applied for the benefit of the Newberry School, in procuring text books for indigent children, school apparatus, books of reference, etc.

CARPENTER FUND.

In 1868, PHILO CARPENTER, Esq., established a Fund of \$1,000, the interest of which is to be applied for the benefit of the Carpenter School, in purchasing reference books and apparatus for the School.

HOLDEN FUND.

In 1868, C. N. HOLDEN, Esq., placed in the hands of the Secretary, One Hundred Dollars, with instructions to draw on him annually for a similar amount, until one Thousand Dollars is placed at the disposal of the Board, to be expended for the benefit of the Holden School, as follows: Eight-tenths of the amount to be used in the purchase of text books for deserving and needy children attending the school, who are not able to supply themselves; the remaining two-tenths, together with all not expended for text books for needy children, to be used in the purchase of books for prizes.

(*For award of Prize for 1874, see page 195.*)

BURR FUND.

In 1868, JONATHAN BURR, Esq., in his last Will and Testament, proven in Probate Court, February 25, 1869, after certain specific bequests to various relatives and public institutions, bequeathed one-eleventh of the balance of his property and estate to the City of Chicago, in trust, the annual income of the same to be paid over to the Board of Education, to be expended in procuring books of reference, maps, charts, illustrative apparatus, and works of taste and art; and in case the City of Chicago fails to provide the necessary text books and slates for indigent children attending the Public Schools of the city, then the Board of Education is authorized and directed, at its discretion, to use and expend the whole or any part of said income for such purpose.

II. GENERAL FUNDS.

SCHOOL FUND.

The real estate within the city limits, belonging to the School Fund, is appraised at - - -	\$2,571,832.00
The real estate outside the city limits, belonging to the School Fund, is appraised at - - -	50,116.50
Principal of School Fund, - - - -	197,602.49
Wharfing Lot Fund, - - - - -	68,061.94
Total, - - - - -	<u>\$2,887,612.93</u>

SCHOOL TAX FUND.

Amount of Tax levied, ($3\frac{2}{100}$ mills), - - -	\$941,136.84
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SCHOOL SINKING FUND.

Amount of Tax levied, ($\frac{4}{100}$ mill), - - -	\$12,465.39
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R E C E I P T S.

SCHOOL FUND.

From Rents, - - - - -	\$105,372.52
From Interest, - - - - -	13,659.48
From State Dividend, - - - - -	74,021.33

SCHOOL TAX FUND.

From Taxes collected, of Year 1873, - - -	\$87,934.58
From Taxes collected, of Year 1872, - - -	324,608.48
From Taxes collected, of Year 1871, - - -	5,988.29
From Taxes collected, of Year 1870, - - -	4,826.05
From Taxes collected, of Year 1869, - - -	6,993.44
From Taxes collected, of Year 1868, - - -	223 68
From Taxes collected, of Year 1867, - - -	149.88
From Other Sources, - - - - -	3,352.27

SCHOOL SINKING FUND.

From Taxes collected, of Year 1873, - - -	\$1,164.70
From Taxes collected, of Year 1872, - - -	5,831.28
From Taxes collected, of Year 1871, - - -	000.00
From Taxes collected, of Year 1870, - - -	763.61
From Taxes collected, of Year 1869, - - -	327.17
From Taxes collected, of Year 1868, - - -	5.12
From Taxes collected, of Year 1867, - - -	9.37

EXPENDITURES.

For total amount expended for support of schools during the Fiscal Year ending March 31, 1874, except for Salaries of Teachers and Wages of Janitors, which are made up for the School Year ending June 26, 1874, see Superintendent's Report, page 38.

The following Table shows the cost per pupil for Tuition, Fuel, Janitors' Wages, and Incidental Expenses; also the cost per pupil, including Six Per Cent. on valuation of property occupied for school purposes. In case of rented buildings, the rent paid has been added in the column of Six Per Cent. on valuation.

TABLE OF EXPENDITURES,
SHOWING THE CURRENT EXPENDITURES FOR EACH SCHOOL DURING THE YEAR, COST PER PUPIL FOR TUITION, &c.

SCHOOLS.	Number of Teachers at the close of the year.	Average Number of Pupils Belonging for the year.	Amount Paid for Tuition.	Cost of Tuition per Pupil on Average	Amount Paid for Fuel.	Amount Paid for Janitors.	Cost per Pupil for Fuel and Services of Janitors.	Amount Paid for Supplies, Repairs, Office and other incidental expenses.	Total Amount for Current Expenses for the year.	Cost per Pupil on Total Amount of School Property.	Value of School Property.	Six Per Cent. Interest on School Property.	Total Cost of Institution, including Six Per Cent. on Value of School Property.	Total Cost per Pupil, including Interest on School Property.
High.....	23	639.3	\$5090.00	\$59.85	\$1069.19	\$1402.08	\$8.87	\$54.22	\$1065.21	\$9.30	\$7775.00	\$665.00	\$45710.21	\$71.61
*Normal.....	5	115.9	6399.01	55.21	190.88	233.33	3.66	98.82	6922.04	59.73	43500	870.00	7792.04	66.99
Jones.....	17	855.8	13841.68	16.17	1461.81	1804.00	3.05	799.66	17181.15	20.08	120800	7680.00	24861.15	29.05
*Scammon.....	18	1055.0	15023.19	14.24	611.55	1108.33	1.63	899.50	17642.57	16.72	113550	8553.00	26105.57	24.83
Kinzie.....	17	945.0	12885.45	13.68	739.21	702.33	1.53	803.16	15123.19	16.06	49060	2976.00	18099.19	19.21
Franklin.....	20	1425.1	16508.01	11.58	738.82	850.00	1.11	1215.06	19311.89	13.56	66000	3072.00	23283.89	16.34
Washington.....	18	811.6	13693.55	17.12	1666.19	1300.00	3.53	691.98	17451.72	21.53	84700	5082.00	29533.72	27.76
Moseley.....	22	1097.1	17849.87	16.27	625.05	1270.00	1.72	935.40	26680.77	18.85	110750	6845.00	27525.77	25.09
Brown.....	28	1583.0	22468.56	14.19	1271.97	1595.66	1.81	1349.68	26685.87	16.86	107350	6441.00	33126.87	20.93
Foster.....	20	1109.6	15197.97	13.69	980.00	985.00	1.77	946.06	18109.03	16.32	70975	4258.50	22367.53	20.16
Ogden.....	17	938.0	13731.87	14.64	627.85	700.00	1.42	799.75	15838.87	16.91	51120	3067.20	18226.07	20.18
Newberry.....	26	1427.8	21423.72	15.00	1813.50	1300.00	2.18	1217.36	25754.58	18.04	69000	4140.00	26894.58	20.94
Wells.....	22	1313.7	16826.07	12.81	656.17	1100.00	1.34	1120.07	19702.31	15.00	67250	4035.00	23737.31	18.07
Skinnet.....	25	1201.6	20047.95	16.69	1451.13	1300.00	2.29	1024.50	23823.58	19.83	80375	4822.50	28646.08	23.84
Haven.....	18	946.7	15194.34	16.05	1064.22	1095.32	2.28	807.17	18161.05	19.18	107000	6420.00	24581.05	25.96
Cottage Grove.....	14	672.7	11212.86	16.67	612.13	681.00	1.92	573.55	13079.54	19.45	49500	2970.00	16049.54	23.86
Holden.....	22	1121.0	16183.02	14.44	1310.15	1540.00	2.54	935.78	19688.95	17.83	77950	4677.00	24665.95	22.00
Holdstein.....	6	175.6	2962.83	16.87	100.50	422.16	2.98	149.72	3635.21	20.70	17450	669.00	4304.21	24.51
Dore.....	20	1021.8	15900.94	15.56	1283.09	1200.00	2.43	871.20	19255.23	18.84	87000	5220.00	24475.23	23.95
Hayes.....	23	1264.4	18054.89	14.28	1129.81	1549.00	2.11	1078.04	21811.74	17.25	84595	5075.70	26887.44	21.27
Clarke.....	19	1286.1	14277.94	11.12	1430.20	1250.00	2.08	1096.54	18954.68	14.04	86800	5208.00	23262.68	18.09

TABLE OF EXPENDITURES—Continued

SCHOOLS.	Number of Teachers at close of the year.	Average Number of Pupils Belonging for the year.	Amount Paid for Tuition.	Cost of Tuition per Pupil on Average	Amount Paid for Fuel.	Amount Paid for Janitors.	Cost per Pupil for Fuel and Services of Janitors.	Amount Paid for Supplies, Repairs, Office and other Incidental Expenses.	Total Amount for Current Expenses of the Schools for the year.	Cost per Pupil on Total Amount.	Value of School Property.	Six Per Cent. Interest on Value of School Property.	Total Cost of Instruction, including Six Per Cent. on Value of School Property.	Total Cost per Pupil including Interest on School Property.
Douglas.....	12	1266.0	17682 78	13 97	1395 58	1250 00	2 09	1079 40	21410 70	16 16	87000	5220 00	26390 70	21 04
Lincoln.....	18	948.9	14893 71	15 70	1074 58	1180 55	2 37	809 04	17957 88	18 92	74000	4440 00	22397 88	23 60
Carpenter.....	12	1271.0	14484 64	11 40	1081 59	1200 00	1 79	1083 67	17849 90	14 04	77500	4650 00	22499 90	17 70
†Burr.....	13	524.8	7739 83	14 75	772 63	695 00	2 79	447 45	9654 91	18 40	45000	2642 00	12296 91	23 43
‡King.....	13	348.0	5402 14	15 52	630 00	420 00	3 02	296 71	6748 85	19 30	38000	1520 00	8268 85	23 76
Pearson Street Primary.....	13	703.6	9148 27	11 98	988 63	700 00	2 14	651 05	11427 95	14 96	59000	3174 00	14601 95	19 12
Elizabeth Street Primary.....	9	432.0	6850 42	15 86	371 75	515 00	2 04	368 33	8101 50	18 76	56200	3372 00	11475 50	26 56
Walsh Street Primary.....	16	957.3	11124 33	11 62	853 25	699 75	1 62	816 20	13493 53	14 10	29500	1770 00	15263 53	15 94
Mitchell Street Primary.....	14	817.0	10287 07	12 58	922 50	700 00	1 99	696 58	12606 15	15 43	38500	2310 00	14916 15	18 26
Wentworth Avenue Primary.....	13	767.9	10007 61	13 03	1002 30	700 00	2 22	654 72	12364 63	16 10	31500	1890 00	14254 63	18 56
§Vedder Street Primary.....	14	183.1	1767 33	9 65	60 25	140 00	1 09	156 11	2123 69	11 60	43500	870 00	2993 69	16 35
Blue Island Avenue Primary.....	11	51.6	830 59	16 09	32 50	170 00	3 86	43 99	1077 08	20 87	625	57 50	1134 58	21 99
Calumet Avenue Primary.....	11	624.1	8547 08	13 53	841 09	583 33	2 28	532 11	10501 51	16 83	51000	3060 00	13564 51	21 73
Lincoln Street Primary.....	15	808.4	9594 02	11 87	575 98	700 00	1 58	689 25	15559 25	14 30	34140	2048 40	13607 65	16 83
***Third Avenue Primary.....	13	336.9	3960 21	11 75	455 63	315 00	2 28	287 24	5018 08	14 90	70000	2100 00	7118 08	21 13
Sanganon Street Primary.....	15	807.0	11382 08	14 03	576 63	925 00	1 86	688 06	13571 77	16 82	40900	2454 00	16025 77	19 86
Polk Street Primary.....	13	794.9	9624 38	12 11	815 43	700 00	1 89	677 74	11817 55	14 87	40500	2430 00	14247 55	17 92
Lawndale.....	2	71.3	1652 96	23 18	151 00	209 25	5 09	60 79	2074 00	29 09	(In rented Building)		2074 00	29 09
Total.....	635	32776.6	\$492893 17	\$15 04	\$33214 47	\$34589 81	\$2 07	\$77945 66	\$588643 11	\$17 06	\$2441180	\$141654 80	\$730207 91	\$22 28

* The Normal School is charged with but one-third of Six Per Cent. on value of School Property, the remaining two-thirds being charged to the Scammon School.

† New Building opened January 5, 1874. ‡ Opened January 5, 1874. § Opened May 4, 1874.

|| Two buildings moved from Burr School lot occupied March 2, 1874. ** Opened February 16, 1874.

PERMANENT IMPROVEMENTS,

And other Expenditures from the School Tax Fund not properly chargeable to the Current Expenses of the Schools, in addition to the amount paid on Contracts for Erection of new School Buildings.

GENERAL:

Legal Services, - - - - -	\$500.00	
Paving Clark Street in front of old Jones School lot, corner of Clark and Harrison Streets, - - - - -	825.00	
Abstracts, - - - - -	360.00	
Architect's Services, - - - - -	1,350.00	
	<hr/>	\$3,035.00

HIGH SCHOOL:

Sewers, etc., - - - - -	208.65
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NORMAL SCHOOL:

Piano, - - - - -	500.00
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JONES SCHOOL:

Masonry, - - - - -	\$303.50	
Ventilator Cap, - - - - -	117.75	
Painting Fences, - - - - -	105.63	
Seats and Desks, - - - - -	4,620.62	
Chairs and Clocks, - - - - -	188.25	
Blackboards, - - - - -	266.48	
Advertising, - - - - -	74.25	
Miscellaneous Items, - - - - -	87.68	
	<hr/>	5,764.16

SCAMMON SCHOOL:

Refitting old Building, - - - - -	624.55
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KINZIE SCHOOL:

Filling, Curbing and Paving La Salle Street, - - - - -	\$530.50	
Filling lot, - - - - -	162.60	
Fences, - - - - -	158.40	
	<hr/>	851.50

Amount Carried Forward, - - - - - \$10,983.86

Appendix.

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<i>Amount Brought Forward,</i>		-	\$10,983.86
FRANKLIN SCHOOL :			
Fitting up Basement Rooms,	-	-	\$885.99
Furniture for Basement Rooms,	-	-	966.37
Stoves for Basement Rooms,	-	-	102.84
Sewers,	-	-	144.50
Fence,	-	-	271.94
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			2,371.64
WASHINGTON SCHOOL :			
Iron Gate and Iron Railing,	-	-	204.62
MOSELEY SCHOOL :			
Fitting up Room in Basement,	-	-	\$192.18
Changes in Heating Apparatus,	-	-	280.20
Furniture for Room in Basement,	-	-	134.13
			<hr/>
			606.51
FOSTER SCHOOL :			
Furniture for Additional Room,	-	-	263.75
OGDEN SCHOOL :			
Fences, Sidewalks, etc.,	-	-	585.25
NEWBERRY SCHOOL :			
Boiler House,	-	-	\$1,332.79
Steam Heating Apparatus,	-	-	8,146.95
Sewers,	-	-	238.25
Plumbing,	-	-	141.80
			<hr/>
			9,859.79
SKINNER SCHOOL :			
Enlarging Boiler Room and Chimney,			\$1,052.13
Changes in Heating Apparatus,	-	-	1,775.55
Plumbing,	-	-	126.60
			<hr/>
			2,954.28
<i>Amount Carried Forward,</i>		-	\$27,829.70

<i>Amount Brought Forward,</i>		-	-	\$27,829.70
COTTAGE GROVE SCHOOL:				
Moving and Raising Building, and Fitting up Rooms in the Basement,	\$7,051.83			
New Furnaces, and Resetting and Repairing to Old Furnaces,	-	895.34		
Furniture for Basement Rooms,	-	1,139.25		
				9,086.42
HOLDEN SCHOOL:				
Furniture for Additional Room,	-	-	-	263.75
HOLSTEIN SCHOOL:				
Removing Buildings from Rolling Mill Lot,	-	-	-	\$ 436.00
Fitting up Buildings (in part),	-	155.82		
				591.82
CARPENTER SCHOOL:				
Sewers,	-	-	-	239.45
DOUGLAS SCHOOL:				
Filling Lot, and Cinders,	-	-	-	174.45
BURR SCHOOL:				
Extra Cut Stone Work on Building,	-	\$ 46.00		
Plumbing,	-	-	-	96.75
Wire Screens,	-	-	-	10.25
Advertising,	-	-	-	71.73
Lining Urinals,	-	-	-	22.30
Lumber for Sidewalks and Fences,		246.90		
Seats, Desks and Tables,	-	-	-	2,410.38
Chairs and Clocks,	-	-	-	129.00
Blackboard Surface,	-	-	-	124.62
				3,157.93
<i>Amount Carried Forward,</i>		-		\$41,343.52

Appendix.

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Amount Brought Forward, - - \$41,343.52

KING SCHOOL :

Extra Cut Stone Work for Building,	- \$	46.00	
Plumbing, - - - - -		132.03	
Wire Screens, - - - - -		10.25	
Advertising, - - - - -		71.73	
Lining Urinals, - - - - -		24.30	
Lumber for Sidewalks, Fences, &c.,		311.57	
Seats, Desks and Tables, - - -		2,403.92	
Chairs and Clocks, - - - - -		116.09	
Blackboard Surface, - - - - -		49.44	
			\$3,165.33

PEARSON STREET PRIMARY SCHOOL :

Filling Lot, - - - - -		62.85
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WENTWORTH AVENUE PRIMARY SCHOOL :

Sewers, - - - - -		147.52
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VEDDER STREET PRIMARY SCHOOL :

Hot Air Pipe in Building, - - -	\$	325.00	
Sewer, - - - - -		94.20	
Advertising, - - - - -		41.16	
Care of Building, - - - - -		36.00	
			\$496.36

THIRD AVENUE PRIMARY SCHOOL :

Hot Air Pipe, - - - - -	\$	225.00	
Masonry, - - - - -		154.00	
Advertising, - - - - -		72.68	
Lumber for Sidewalks, Fences, &c.,		148.31	
Seats, Desks and Tables, - - -		2,234.75	
Chairs and Clocks, - - - - -		124.50	
Blackboard Surface, - - - - -		47.82	
			\$3,007.06

LAWNDALE :

Furniture, - - - - -		416.15
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Total for Permanent Improvements, &c.,	\$48,638.79
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RULES

OF THE

BOARD OF EDUCATION.

RULES

OF THE

BOARD OF EDUCATION OF THE CITY OF CHICAGO.

SECTION 1. The regular meetings of the Board shall be held on the second and last Tuesdays of each and every month, at half-past seven o'clock P. M. Special meetings may be called at any time by the President, or at the written request of any five members left with the Secretary.

SEC. 2. At the meeting of the Board on the second Tuesday of September in each year, the Board shall elect, by ballot, a President, a Vice President and a Secretary. And annually, on the second Tuesday of September, the Board shall elect, by ballot, a Superintendent of Schools, an Assistant Superintendent of Schools, a Clerk, a Building and Supply Agent, an Assistant Clerk, a School Agent, and a Messenger.

SEC. 3. At the meeting of the Board on the second Tuesday of September in each year, or at the first meeting thereafter, the President shall appoint, subject to the approval of the Board, the following Standing Committees, viz.:

Committee on Buildings and Grounds, consisting of three members.

Committee on Apparatus and Furniture, consisting of three members.

Committee on Janitors and Supplies, consisting of three members.

Committee on Salaries, consisting of three members.

Committee on Publication, consisting of three members.

Committee on Finance and Auditing, consisting of three members.

Committee on School Fund Property, consisting of five members.

Committee on Text Books and Course of Instruction, consisting of three members.

Committee on Examination of Teachers, consisting of four members and the Superintendent.

Committee on Appointment of Teachers, consisting of three members.

Committee on Judiciary, consisting of three members.

Committee on High School, consisting of three members.

Committee on Normal School, consisting of three members.

Committee on Evening Schools, consisting of seven members.

Committee on Medals and Rewards, consisting of three members.

Committee on Rules and Regulations, consisting of three members.

Committee on German, consisting of three members.

Committee on Music, consisting of three members.

Committee on Drawing, consisting of three members.

Committee, consisting of one member, on each of the District, Grammar and Primary Schools.

All committees shall enter upon their duties immediately after their appointment.

SEC. 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

SEC. 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

SEC. 6. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members

to order; and, if a quorum shall be present, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order:

Petitions and Communications.

Reports of Committees, to be called in order, except Committees on the District, Grammar and Primary Schools.

Reports and suggestions from the Superintendent.

Miscellaneous and unfinished business.

Reports from the Committees on the District, Grammar and Primary Schools.

SEC. 7. The President shall preserve order and decorum in the meetings of the Board, and shall decide all questions of order and parliamentary usage and practice, subject to appeal to the Board.

The President may read, or state, or put a question, or declare or announce a vote, sitting.

SEC. 8. The Vice President shall possess the powers and perform the duties of the President in his absence.

SEC. 9. Any rule may be suspended, for the time being, by a vote of two-thirds of all the members of the Board.

No motion for a reconsideration of any vote shall be made by any member unless such member voted with the majority on the question, nor unless such motion shall be made at the meeting at which the vote shall have been taken, or at the next meeting thereafter.

The ayes and noes shall be taken and entered of record, on any question, at the request of any member, if such request be made before the vote shall be announced.

Any and all questions arising, and not provided for by the rules of the Board, shall be decided according to parliamentary rules and usages for the government of deliberative bodies; Cushing's Manual being the guide.

SEC. 10. It shall be the duty of the Committee on Buildings

and Grounds to exercise a general supervision over the buildings and their appendages, furniture, and grounds belonging to the schools, and the repairs that may be needed; to attend to the warming and ventilation of the several school-houses; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

SEC. 11. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture as they may deem expedient.

SEC. 12. It shall be the duty of the Committee on Janitors and Supplies, to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc.; and they shall appoint no Janitor or Engineer unless he shall furnish to the Committee satisfactory evidence of capability to perform the duties required of him. They shall have power and authority to regulate, alter, and prescribe the duties of the several Janitors of the Public Schools, and the duties of the Messenger in the office of the Board, and recommend to the Board their compensation, and to fix the compensation of the carpenters and other workmen employed in and about the Public Schools. And it shall be the duty of the Committee at the annual election of Teachers to recommend for appointment the Engineers and Janitors required for the ensuing year. The Committee shall have the power to fill vacancies which may occur, which appointments shall be subject to the confirmation of the Board.

SEC. 13. It shall be the duty of the Committee on Salaries to recommend to the Board such changes of salaries as they may deem advisable, and to report at the second meeting in May of each year a schedule of salaries for the ensuing year. And it shall be the further duty of the Committee on Salaries to consider and act upon any recommendations that may be made by the

Committee on Appointment of Teachers, in cases of those teachers who come to our schools with much and successful experience in schools of like character elsewhere.

SEC. 14. It shall be the duty of the Committee on Publication to take the supervision of the publication of all reports, blanks, etc., issued by the Board of Education, to secure bids for such work, and to examine and recommend to the Auditing and Finance Committee all bills for such work done under their direction.

SEC. 15. It shall be the duty of the Committee on Finance and Auditing to receive and examine thoroughly the Monthly Report of the School Agent, and present the same to the Board; also, to report annually, at the regular meeting for the month of April, the condition of the School Fund, together with such recommendations as they shall think proper in connection therewith; they shall also meet upon the days of the regular meetings of the Board, and shall examine all bills charged to the School Tax Fund, and shall report the same to the Board at the meeting next succeeding, with their approval or dissent, as the case may require. No bills shall be paid until the same are ordered to be paid by the Board; *Provided*, that temporary loans made by the Comptroller for the benefit of the School Tax Fund, and all estimates duly made on contracts made by the Board for school purposes may be paid when approved by the Finance and Auditing Committee. All orders drawn on the School Tax Fund and on the School Fund for the payment of salaries fixed by the Board, and all orders drawn on any of the Special Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

The President and Secretary shall, from time to time, draw orders on the City Treasurer for money with which to pay teachers employed by the Board, and which shall be thus employed; and also to pay any and all salaries fixed or established by the

Board, or which shall be so fixed or established; and all orders so drawn shall be deemed and regarded as ordered and drawn by the Board.

The President and Secretary of this Board shall sign and execute all leases of school property which shall be leased by order, resolution or direction of this Board, and when so signed and executed, the same shall be deemed and taken to be the act and deed of this Board.

All contracts entered into between the Board of Education, and any person contracting with the said Board for the erection of any building, or supplying furniture, apparatus, or fuel for any school building, or for performing any other contract entered into with said Board, the amount of which shall exceed one hundred (\$100) dollars, such contract shall be signed by the President and Secretary of the said Board; and the person or persons entering into such contract with said Board shall be required to file a bond in an amount not exceeding the amount of the contract, for the faithful performance of such contract, to the satisfaction of said Board.

SEC. 16. It shall be the duty of the Committee on School Fund Property to exercise a general oversight of the property belonging to the School Fund, and to have special care of all appraisals and assessments upon such property, that so far as possible exact justice be done.

SEC. 17. It shall be the duty of the Committee on Text Books and Course of Instruction, annually, at the regular meeting next succeeding the school month of March, to make a report embracing such facts and suggestions in regard to Text Books and the Course of Instruction as they may deem proper to present. At this meeting any member may propose any changes in Text Books that may seem to him proper and desirable. All propositions for changes in Text Books shall lie over for one month, when they may be acted upon. It shall not be in order for any

member of the Board at any other time to propose any changes in Text Books in use in the schools, except by a vote of at least two-thirds of all the members of the Board. No Text Book shall be considered as adopted unless there shall be a concurrent vote of a majority of all the members of the Board in its favor. All changes in Text Books shall take effect only at the commencement of the Fall Term of the schools, unless it be otherwise ordered by a vote of two-thirds of all the members of the Board.

SEC. 18. It shall be the duty of the Committee on Examination of Teachers, upon the third Friday of each Calendar month, to examine all candidates who may apply for situations in the Public Schools. Special examinations may be held whenever, in the judgment of the Committee, it is necessary. Candidates shall be examined in the absence of all spectators, except the members of the Board of Education.

SEC. 19. It shall be the duty of the Committee on the Appointment of Teachers to make such appointments and transfers of Female Teachers in the District, Grammar and Primary Schools as the wants of the several District, Grammar and Primary Schools may require, but no transfer shall be made from any school without first notifying the Principal of said school. All appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and the same shall be taken up as a part of the regular business of the Board, and acted on by the confirmation or rejection of such appointments: *Provided*, that the Board may postpone the action on such appointments from one meeting to another.

SEC. 20. It shall be the duty of the Committee on Judiciary to consider and report upon all questions that may be referred to them by the Board.

SEC. 21. It shall be the duty of the Committee on Evening Schools to take the general charge and oversight of Evening Schools; to appoint the teachers of the same, and to make a report to the Board of Education of the condition and wants of these schools.

SEC. 22. It shall be the duty of the Committee on Medals and Rewards to see that a sufficient number of medals, bearing a proper inscription, and diplomas with the requisite engravings, are procured and in possession of the Superintendent, at least two weeks before the close of the Summer Term of the schools. All medals shall be submitted to the Board for their inspection, and be approved by them before the auditing of the bills for the same.

SEC. 23. It shall be the duty of the Committee on Rules and Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they deem expedient, and submit them to the Board.

SEC. 24. It shall be the duty of the Committee on German to take the general oversight of instruction in the German language in the District Schools, to examine all teachers who may apply for positions as teachers of German at such times as they may see fit, to recommend to the Committee on Appointment of Teachers such persons as they find best fitted to teach in the German language at any time when vacancies occur, and to report to the Board of Education each month the condition and wants of the German Department of the District Schools.

SEC. 25. It shall be the duty of the Committee on Music to arrange the number of lessons in music to be given to each school, and the length of the exercises. They may also, at their discretion, designate any of the regular teachers to give instruction in music to such divisions as they may appoint. They shall have authority to employ the Music Masters during a portion of

their time in the instruction of teachers; and for the accomplishment of this object they may dismiss such Primary Divisions as they may deem best, not exceeding one hour in four weeks. It shall be the duty of all teachers whose divisions are so dismissed to attend these exercises.

SEC. 26. It shall be the duty of the Committee on Drawing to superintend the instruction of drawing, and to make such recommendations to the Board as their experience and observation may suggest as necessary or advisable.

SEC. 27. It shall be the duty of the Committees on the High and the Normal Schools, and of the several District, Grammar and Primary School Committees, to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which they may deem best for the interest of the schools. And it shall further be the duty of the several District Committees to be present at the close of the Summer Term of said schools, and to award the medals, scholarships and diplomas to those pupils whose attendance, scholarship, and general deportment entitle them to the same, which shall be determined by the class-books, and by special examination of the classes.

SEC. 28. It shall be the duty of the Chairman of each Committee by whom bids or proposals are received, in accordance with instructions of the Board, to notify, through the Clerk of the Board, all members of the Board of the place and hour of meeting for the purpose of opening such bids or proposals, and no bids or proposals shall be opened until at least two members of the Board are present.

SEC. 29. It shall be the duty of the several Committees having charge of any of the expenditures of the Board to report, at the regular meeting following the school month of February, a state-

ment of the expenditures of the past year, and their estimates for the ensuing year.

SEC. 30. It shall be the duty of each Committee to report on the last Tuesday in June, their doings for the year, that the same may be part of the Annual Report for the year.

SUPERINTENDENT AND HIS DUTIES.

SEC. 31. The Superintendent of Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school-houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all children in the city, who are instructed at the Public School, may obtain the best education which these schools are able to impart.

He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and to remedy defects. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

SEC. 32. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public

Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

CLERK, AND HIS DUTIES.

SEC. 33. It shall be the duty of the Clerk to keep the minutes of the meetings of the Board, and the records of the proceedings and doings of the Board, in the books and records of the Board, under the direction of the President; and such records shall be signed by the President and the Clerk, and when so signed shall be official. He shall also take general charge of the rooms of the Board, and the property contained therein.

SEC. 34. The orders of the Board of Education for labor and supplies shall be given by the Clerk, under the general direction of the President of the Board, and the several Standing Committees—each Committee attending to the supervision of its own department.

SEC. 35. It shall be the duty of the Clerk to preserve, at the rooms of the Board, a complete list of all articles furnished the several schools, and a record of all moneys paid on account of the several schools, for furnishing and for repairs.

BUILDING AND SUPPLY AGENT, ENGINEERS AND JANITORS, AND
THEIR DUTIES.

SEC. 36. The Building and Supply Agent shall have the special oversight and direction of the workmen employed by the

Board, and of the Janitors of the several Public Schools, attend to the furnishing of supplies, superintend the repairs, and have the general care of all the property under the control of the Board, and shall perform such other duties as may be required of him by the Board. He shall be under the general direction of the Committee on Buildings and Grounds, the Committee on Apparatus and Furniture, the Committee on Janitors and Supplies, and the Superintendent. The contracts with engineers and janitors shall all be made by the Building and Supply Agent, under the direction of the Committee on Janitors and Supplies.

The Engineers and Janitors shall have exclusive control of the heating apparatus, under the direction of the Committee on Janitors and Supplies, and the Building and Supply Agent, and shall be held responsible to the Board for any damage by carelessness or neglect. It shall be the duty of Engineers and Janitors to report promptly any defect in the steam-heating apparatus, furnaces, stoves, stove-pipes, and sidewalks, to the Building and Supply Agent, who shall have authority to furnish them with the necessary material and help for immediate repairs.

SEC. 37. During the spring vacation, and at such other times as may be necessary to insure cleanliness, the Engineers and Janitors shall attend to the washing of the floors, seats, desks, stairs, doors, wainscoting, and windows; they shall also set all panes of glass, when broken; they shall keep all the rooms and walls of their buildings in neat condition, and attend to the cleaning of stoves, stove-pipes, and furnaces, and to the removal of dust from the ceilings and walls of their respective school buildings; they shall also remove all snow and ice from the steps of the buildings, and from the sidewalks, both outside and inside the school yard; and the Principal of each school shall superintend the same, and see that it is promptly and properly done.

In all buildings heated by steam, it shall be the duty of the Engineers, under the supervision of the Building and Supply

Agent, to have the complete control of the heating apparatus. When steam is needed in any room, or when it is desired to turn it off, the Teacher shall notify the Engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings shall have nothing to do with the heating apparatus.

During the summer vacation the Engineers and Janitors shall be required to keep a general oversight of their buildings, and shall not leave the city without first notifying and making arrangements with the Building and Supply Agent, and in case he requires their services during the summer vacation, they must hold themselves in readiness to render the required services, for which they shall receive such extra compensation as is paid by the Board for like services.

TERMS, VACATIONS, ETC.

SEC. 38. The School Year shall consist of ten months of four weeks each, and shall be divided into three Terms, as follows :

Fall Term, commencing upon the first Monday of September, and continuing sixteen weeks.

Winter Term, commencing upon the Monday succeeding the first day of January, and continuing sixteen weeks.

Summer Term, commencing upon the Monday succeeding the first day of May, and continuing eight weeks.

SEC. 39. Schools shall be closed upon all legal holidays, both State and National, and they may be closed by order of the President of the Board of Education upon other days not to exceed three days in any one year. The President may grant leave of absence from school to any teacher for any satisfactory reason.

H I G H S C H O O L .

MANAGEMENT.

SEC. 40. The general management and discipline of the High School are committed to the hands of the Principal; but each of the Assistants shall be responsible, under the direction of the Principal, for the order and discipline of his own room.

ADMISSION TO HIGH SCHOOL.

SEC. 41. Pupils shall not be admitted to the General or Classical Department of the High School until they are twelve years of age; and until they shall have sustained a satisfactory examination upon the studies pursued in the District Schools, and they shall also be actual residents of the city.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the Principals that they are eligible to an examination under the foregoing rule.

The regular examination of candidates shall be held near the close of the Summer Term of each year.

Pupils who come to this city bringing testimonials of membership in High Schools of other cities, may enter any class in the High School for which they may be found fitted, upon examination.

SEC. 42. The term of attendance upon the High School necessary for graduation shall be four years: *Provided*, that any pupil who desires to enter college from the High School may omit such English studies as are pursued in college, and complete the studies of the second, third and fourth years in two years.

Pupils admitted to the High School, who desire to pursue the English Course only, shall be admitted to the High School Classes of their respective Divisions of the city, for the first year of their course.

SEC. 43. It shall be the duty of the Superintendent to prepare a suitable list of questions for each examination of candidates for admission to the High School, and some member of the Committee on the High School shall be present during the examination.

SEC. 44. The daily sessions of the High School shall continue from nine o'clock A.M. till two o'clock P.M.

SEC. 45. Pupils of the High School who vacate their seats four successive weeks shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in writing, submitted to the Board, stating the cause of the discontinuance of such pupil's attendance: *Provided*, that the Principal of the High School may, in special cases, grant permission to applicants to return during the intervals between the meetings of the Board, and remain till the next meeting subsequent to such re-admission.

SEC. 46. The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal.

NORMAL SCHOOL.

MANAGEMENT.

SEC. 47. The general management of the Normal School shall be in the hands of the Principal, who shall assign to the several Assistants their respective duties, with the approval of the Committee on the Normal School.

ADMISSION.

SEC. 48. Candidates for admission to the Normal School must be at least sixteen years of age, and must present to the Com-

mittee on the Normal School satisfactory recommendations as to character and natural fitness for the work of teaching. They shall also sign a statement that it is their intention to pursue the business of teaching in the Public Schools of Chicago, and that their object in obtaining admission to this school is for that purpose.

The examination of candidates shall be held at the same time as the general examination for admission to the High School, and upon questions prepared by the Principal of the Normal School, and approved by the Superintendent.

The topics upon which candidates shall be examined shall be, Reading, Spelling, English Grammar, Arithmetic, Geography, U. S. History, Physical Geography, Physiology, Outlines of General History, and Algebra as far as Quadratics: *Provided*, that all candidates who have entered the High School may be required to pass examination only in the last four branches.

SEC. 49. Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and, in special cases, after the commencement of a term, at the discretion of the Committee on the Normal School.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal School, to take the place of teachers temporarily absent from the schools.

SEC. 50. There shall be two examinations each year; one near the close of the Summer Term, and the other near the close of the Fall Term.

SEC. 51. The Normal School shall consist of four regular classes and a special class, so arranged that the course of study may be completed by the regular classes in two years, and that a class may be graduated at the close of the Summer Term and at the close of the Fall Term of each year. The Committee on Examination of Teachers may assign to the special class any candidates who have passed the regular Teachers' examination, and who are without previous experience as teachers.

Rules of the Board of Education

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SEC. 52. The School of Practice connected with the Normal School shall be under the general management of the Principal of the School of Practice and shall be open to all pupils of the regular and the special classes at such times as the Principal of the Normal School may direct.

SEC. 53. The Committee on the Examination of Teachers together with the Committee on the Normal School shall have authority to remove from the Normal School any pupils who do not give promise of success as teachers in the Public Schools.

SEC. 54. All pupils of the Normal School in the regular classes will be expected to pass an examination satisfactory to the Committee on Examination of Teachers before graduation.

DISTRICT, GRAMMAR AND PRIMARY SCHOOLS.

CLASSIFICATION.

SEC. 55. The Schools shall be divided into ten Grades. Pupils in the five highest Grades shall constitute the Grammar Department, and pupils in the five lowest Grades shall constitute the Primary Department.

The schools shall also be classified as *District, Grammar, and Primary* Schools.

The *District Schools* shall embrace all the ten grades of pupils.

The *Grammar Schools* shall embrace all grades of pupils below the Second Grade.

The *Primary Schools* shall embrace all grades of pupils below the Fifth Grade.

MEMBERSHIP.

SEC. 56. All children whose residence is within the limits of the city, who are not otherwise disqualified, and who are upwards of six years of age, shall be entitled to attend the Public School of the District within which they reside. Application for admis-

sion must be made upon Monday morning of any week except the first week of each term. Those who desire admission at the commencement of the term, will make application upon the Saturday preceding, between the hours of 10 A. M. and 12 M.

SEC. 57. No pupil shall be received in any Public School without furnishing a physician's certificate that he or she has been vaccinated; or otherwise secured against the small-pox.

SEC. 58. Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school-room.

SEC. 59. No pupil affected with any contagious disease shall be allowed to remain in any of the Public Schools.

SEC. 60. No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate and other utensils required to be used in the class to which he belongs: *Provided*, that no pupil shall be excluded for such cause, unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining such books.

SEC. 61. Whenever a pupil passes from one District, Grammar or Primary School to another, he shall be required to present to the Principal of the School which he enters, a certificate from the Principal of the School which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

DAILY SESSIONS.

SEC. 62. The morning sessions of the District, Grammar and Primary Schools shall commence at nine o'clock with reading the Scriptures without note or comment, and repeating the Lord's Prayer, and with appropriate singing, and they shall close at

twelve. The afternoon session shall commence at two o'clock, and shall close at four o'clock. Pupils in the four lowest grades, who attend school both forenoon and afternoon, shall be dismissed either in the forenoon or in the afternoon at recess, but not more than half the pupils of a division shall be dismissed at the same time.

SEC. 63. The bell of each school shall be rung three minutes before the hour for commencing school, by city time; and every pupil who is not in the school-room when the hour arrives shall be marked as tardy. Tardiness of more than one hour shall be marked one absence.

SEC. 64. The teachers of the Grammar Divisions of the several schools shall allow a recess each forenoon, for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated: and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school-room at recess, they shall pass out after the recess is closed. All pupils shall be required to pass out of the school-room at recess, unless it would occasion an exposure of health, but they shall never be required to *remain* out when the exposure would be injurious to health.

ATTENDANCE.

SEC. 65. Every scholar in the High School, or in the District, Grammar or Primary Schools, who shall be absent six half days, in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by sickness, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended, unless for sickness, shall

be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and has obtained permission from the Superintendent for him to return.

All restorations by the Superintendent must take effect upon the first day of the month succeeding such restoration, unless in special cases, which may be left to the discretion of the Superintendent.

In the application of the foregoing rule, two tardinesses, or two dismissals, or leaving school without permission, shall be regarded the same as one absence. Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness.

Whenever the absences of a pupil are *occasioned by sickness*, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parent's explaining the cause, either in person or by written note, *to the teacher*, and not to the Superintendent.

Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted as absences for sickness: *Provided*, a written request be sent by the spiritual adviser of the family, to the Principal of the school.

SEC. 66. All pupils shall be considered as members of the school for three days from their last attendance, at the expiration of which time their names shall be dropped from the roll: *Provided*, that such as are transferred by card from one school to another in the city, shall be considered as severing their connection with the school at the time of receiving such transfer card.

EMPLOYMENT AND SALARIES OF TEACHERS.

SEC. 67. At the meeting of the Board on the last Tuesday of June in each year, the Board shall elect the teachers for the ensu-

ing year, designating First Assistants at the time of election. The teachers then elected, and those afterward appointed, when confirmed by the Board, shall hold their offices until the close of the school year, unless sooner removed. The election of the High and Normal School Teachers, of the Principals of the District, Grammar and Primary Schools, and of Head Assistants, shall be by ballot, and none shall be deemed elected unless he or she shall receive a majority of the votes of all the members of the Board.

The number of teachers that may be employed in any one of the Schools of the city, shall rest upon the following basis :

First—For each School there shall be one Principal.

Second—For each District School there shall be elected one Head Assistant.

For each School there shall be appointed one First Assistant for each three hundred pupils, and for each fraction of not less than two hundred pupils in Average Number Belonging. One First Assistant must be assigned to the lowest Tenth Grade, the others to such places as the interests of the school may require.

Third—For the Grammar Department of each of the Schools there shall be appointed one teacher for each forty-eight pupils, and one for any fraction over, of more than one-half of forty-eight, the Head Assistant to be counted as a teacher.

Fourth—For the Primary Department of the Schools, there shall be appointed one teacher for every sixty pupils, and one for every fraction over, of more than one-half of sixty.

Fifth—At the organization of the schools for the year, the basis upon which the appointments above provided for shall be made, shall be the Average Number Belonging to the school during the year next preceding, and thereafter the Average Number Belonging for the month immediately preceding the appointment shall be made the basis.

SEC. 68. No person, either male or female, under the age of eighteen years, shall be appointed as teacher in any of the Public Schools.

SEC. 69. The salaries of the teachers shall be determined annually at the meeting next preceding the meeting for the election of teachers—said determination to remain in force for the ensuing school year.

SEC. 70. Teachers who pass the examination required by the Board of Education shall receive, at first, Partial Certificates, testifying to their moral character and intellectual attainments. After trial, and upon the joint recommendation of the Committee on Appointment of Teachers, and the Committee upon the School in which such teachers are employed, the Board may grant a Full Certificate, testifying to the general success of the holder in all matters of instruction and discipline.

SEC. 71. Whenever any teacher shall be temporarily absent from school, it shall be the duty of the said teacher to send notice forthwith to the office of the Board of Education, with a statement of the reason and probable time of such absence; and if any doubt exists in respect to the time of returning, then the teacher shall afterwards send seasonable notice to the Principal of the school, of the time when she is to return. All teachers when absent from school shall forfeit their salary during the continuance of such absence, except when the absence is occasioned by sickness, or by the death of some near relative, when they shall forfeit from their salary a substitute's pay for the time of such absence. When a teacher returns to school after a temporary absence, and fails to send notice, as required above, in time to save the substitute the trouble of going to the school, the substitute shall receive pay for one-half day, and the same shall be deducted from the pay of the teacher. No compensation shall be allowed to any teacher after an absence of two weeks, nor shall any teacher receive pay for absence occurring at the commencement of a term, unless sickness be the cause of such absence, and a proper notice of such cause shall have been sent to the office of the Board.

SEC. 72. The salaries of the teachers shall be paid in monthly installments, upon the Saturday next succeeding the close of the school month, except for the last month of each Term, when they shall be paid upon the Saturday immediately succeeding the month's service: *Provided*, the School Agent has funds in his hands to pay them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the Fall Term.

DUTIES OF TEACHERS.

PRINCIPALS.

SEC. 73. The Principals of the several schools will make the best methods of management, instruction and discipline of their schools a constant study. They will devote themselves exclusively to the interests of their respective schools, during school sessions. They will receive all applicants, examine all pupils for promotion from grade to grade, supervise the work of their assistant teachers, and attend to all cases of special discipline. They will make the attainment of a healthy moral tone throughout the schools their first object, and strive to awaken in both teachers and pupils, enthusiastic devotion to their work. They will give personal attention to the protection, health and comfort of their pupils, and to this end will see that the school buildings are properly cleaned, warmed and ventilated, and opened for the reception of pupils each session, not less than from fifteen minutes to half an hour before the time for opening school, according to the state of the weather. They will devote a portion of their time to the work of class instruction, under the advice of the Superintendent and of the Special Committees upon the respective schools. They will see that all regulations adopted by the Board with reference to their schools are faithfully carried out. They will meet

together upon the first Saturday of each school month for counsel with each other and with the Superintendent upon matters pertaining to their work, and at such other times out of school hours, as the Superintendent may choose. They will report to the Board of Education upon the Monday succeeding the close of each school month, the condition of their several schools, and will make an Annual Report at the close of the year in accordance with the requirements, upon blanks furnished for the purpose, and will report to the Superintendent any refusal, after due and proper admonitions, on the part of teacher or pupil, to comply with the regulations of the Board.

HEAD ASSISTANTS.

SEC. 74. The Head Assistants of the several schools will take charge of the First Division of their respective schools, and in case of the absence of the Principal, will take the place of the Principal for the time being. They will do the work assigned them by the Committee upon the School acting together with the Superintendent and the Principal.

ASSISTANTS.

SEC. 75. The several Assistants will take charge of the Divisions of the schools to which they may be assigned (excepting only the First Division) by the Committee upon the School, acting together with the Superintendent and the Principal, and will be held responsible for the instruction and discipline of the same.

SEC. 76. Head Assistants and Assistants will devote themselves exclusively to the duties of their schools during school hours, and will use every available means for their improvement in work of instruction and discipline. They will attend faithfully upon such meetings as may be called by the Superintendent, not exceeding one-half day each month outside of the regular school

days, for counsel and mutual improvement. They will maintain a firm but kind discipline in their schools in the use of such means as a wise head, a forbearing and patient spirit, and a loving heart can approve, and will refer to the Principal special cases of disobedience or improper conduct, after their own efforts to correct the offenders have failed. They will render such assistance in the care of pupils passing through the halls at the opening and closing of school and at recess, also in the care of pupils who remain at noon, as may be required by the Principal. It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play-grounds. They will make a faithful daily record upon the class books and diaries of all items required therein, and will make, before leaving the school building upon the last Friday of each school month, an accurate Monthly Report to the Principal, in accordance with instructions in class books, and upon Monthly Report blanks. All work upon class books, except the daily record, must be done outside of school hours.

SEC. 77. The school hours for all teachers begin at fifteen minutes before 9 o'clock A. M., and at fifteen minutes before 2 o'clock P. M., and end at 12 o'clock M. and at 4 o'clock P. M., They shall also give such time in fair proportion, as may be required by the Principal, outside of these hours, in stormy weather and at noon-time.

All teachers will be at their *respective school-rooms* at the beginning of their school hours, or they will report themselves tardy. To secure uniformity in this matter, the Principal of each school will provide for the ringing of a teacher's bell just fifteen minutes before the opening of school, both forenoon and afternoon.

SEC. 78. All teachers will carefully guard against the introduction of all questions of a sectarian or partizan character. They will also refuse to read or to circulate any advertisement of any kind whatever, and will not permit any person the privilege of exhibiting any book, map or other articles, or of reading or announcing in any form any advertisement, or notice of any entertainment, or of distributing upon school premises any books, tracts, or other publications. They shall not receive any presents obtained by contributions from the pupils.

SEC. 79. Teachers will be permitted to visit other divisions of the same grade as their own, for purposes of improvement, not exceeding, in all, two half-days in any one year, and their divisions will be dismissed during the time of such visits. In all cases of visiting other schools the full school time must be spent.

DUTIES OF PUPILS.

SEC. 80. All pupils will obey cheerfully the requirements of their teachers. They will be cleanly in person and dress, polite in conduct, truthful and chaste in language, and studious during all school hours. They will be punctual in attendance, correct in deportment, and in case of absence or tardiness they will bring a written excuse from the parent or guardian, not later than the session following such absence or tardiness. They will be quiet and respectful in the streets and about the school premises. They will not mar, nor deface, nor injure in any manner whatever, the desks or furniture of the school-room, the walls or ceilings of the school building, nor the stairways, fences, or outbuildings upon school premises. They will be held responsible by the Principal for any damage done to public or private property on their way to and from school. They will provide themselves with all needed books within one week after notice is given. For willful violation of any of the above requirements, they may be suspended

by the Principal for a term not exceeding one month, and under the advice of the Superintendent for a longer time, and for repeated violations of the same they may be expelled from school by vote of the Board of Education.

SEC. 81. No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on tablets, etc. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used; and spell any of the words both by letters and by sounds. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the grade next below the grade to which they belong, whenever their scholarship falls below the standard fixed for admission to the grade, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

SEC. 82. Every pupil in the High School and Normal School, and in the Grammar Department of the Schools shall be entitled to receive a monthly report of his standing in attendance, scholarship and deportment, to be signed by the parent, and returned to the teacher until the end of the term, when the pupil shall receive the same for permanent keeping.

MISCELLANEOUS.

SEC. 83. The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled; average number belonging; average daily attendance and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

SEC. 84. All school registers, class books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

SEC. 85. The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

SEC. 86. The books used, and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in the schools, any book, pamphlet or publication not contained in the list of books directed and authorized to be used in the schools.

SEC. 87. All the books furnished by Special Funds for the use of indigent children shall be returned to the teachers at the end of each Term. The Principals of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the

book, date of delivering, and date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils; the number of each kind returned; and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds shall be delivered to the Principals of the several schools, or on their written order

SEC. 88. No medal or scholarship shall be awarded to a pupil who has not been a regular attendant upon the Public Schools of the city for at least two full terms of the year immediately preceding, nor to any pupil who has received either before. In all the schools the award shall be made, as far as practicable, to pupils in the first class of the Principal's division.

In awarding medals and scholarships, the first or most meritorious scholar may choose between a medal and a scholarship, but no scholar shall receive both a medal and a scholarship.

SEC. 89. There shall be an annual public examination of all the schools, to be held at such time, and conducted in such manner as the Board may direct. At some time during the last part of the Winter Term, the Superintendent shall have a written examination of one or more grades in the Grammar Department, in such branches as he may designate. In estimating the results of this examination, he shall have authority to call on the pupils of the Normal School for such assistance as he may need.

SEC. 90. No Principal, Teacher or Janitor, in any of the Public Schools of this city, nor any other Employe of this Board, shall sell or keep for sale, or in any manner act as agent for the sale of any book, map, card, paper, pencil, rubber, or any other material used in any of the Public Schools of this city: nor shall any book, map, card, paper, pencil, rubber or other material used in any of

the Public Schools of this city, be sold or kept for sale, or be stored in any Public School building in this city.

SEC. 91. All books placed in any of the school libraries, must first receive the approval of the Board. The libraries shall be opened at regular times to pupils entitled to draw books therefrom, and shall be under the control of the Principals of the schools to which such libraries belong, subject to the direction of the Board of Education.

SEC. 92. The foregoing Rules are adopted as a Revised Code of Rules, and all rules adopted prior to this revision are hereby rescinded.

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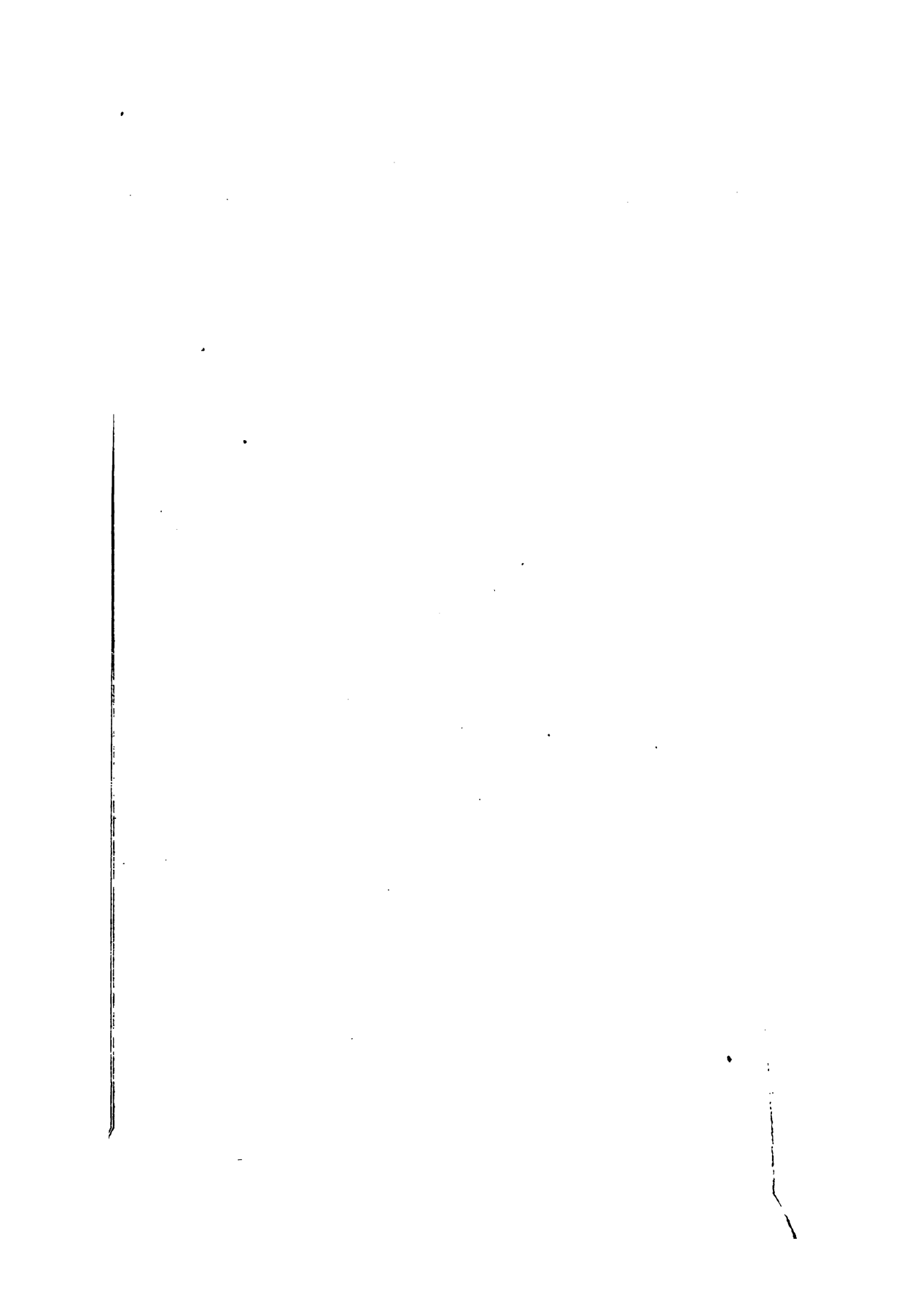
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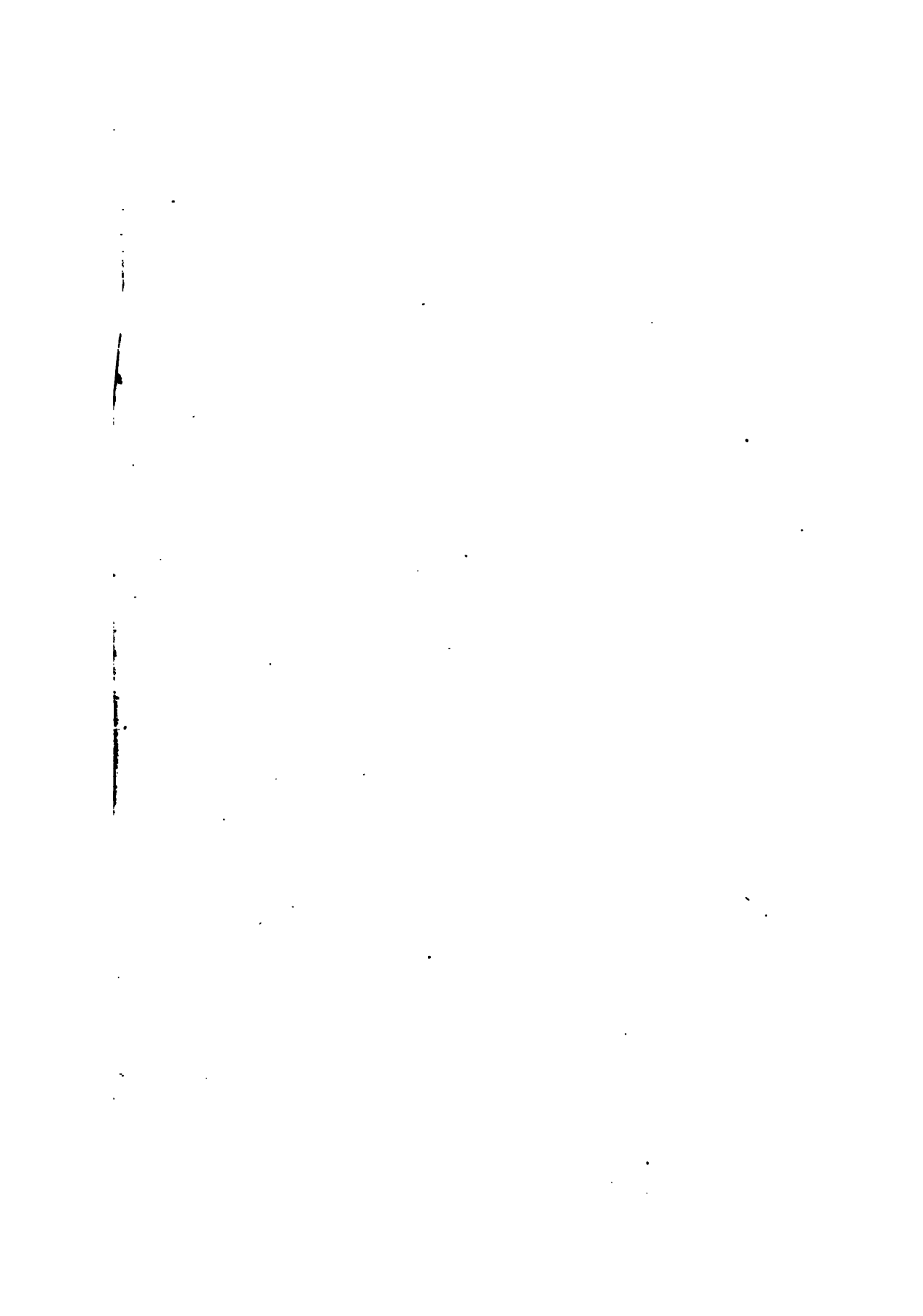
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